

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

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

June 18, 2019  
Meeting No. 39  
Regular Meeting

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

**BOARD OF EDUCATION MEETING NO. 39  
Administration Center**

**June 18, 2019**

*“Preparing our students for their future.”*

<b>Please Note Times</b>	
<b>4:30 P.M. -</b>	<b>Opening, Presentations, Public Communications, Information,  Closed Session</b>
<b>7:30 P.M. -</b>	<b>Regular Meeting, Public Communications, Action, Consent Calendar, Reports</b>

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

**AGENDA**

**ITEM**

**PAGE**

**A. OPENING – 4:30 P.M.**

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

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

- 4. Approval of Agenda Order**



**B. PRESENTATION**

**1. LGBTQ Pride Month**

LGBTQ Pride Month is celebrated each year in June to recognize and commemorate the 1969 Stonewall riots. The riots were protesting a police raid at the Stonewall Inn in Greenwich Village in New York City. It is considered to be the event that launched the movement for LGBTQ rights in the United States. Although there has been some positive change since then, there is still a need to continue the work for acceptance of LGBTQ rights in District schools and the broader community. We appreciate the contributions of LGBTQ persons throughout history who have overcome discrimination and contributed greatly to society as a whole. The Board of Education, our Interim Superintendent and staff would like to recognize and appreciate the contributions of our local LGBTQ community. Glendale Unified School District has benefited greatly from the contributions of our LGBTQ administrators, teachers, staff, parents, guardians, students and community members.

**2. Glendale Unified School District Presents Promotional Video**

Staff will share with the Board the newly completed Toll Middle School promotional video.

**C. COMMUNICATIONS FROM PUBLIC**

**1. Public Communications**

ADDRESSING THE BOARD OF EDUCATION—An individual or group representative may address the Board of Education on any agenda item or subject within its jurisdiction by completing a request card. Speakers are requested to state their name 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.

**D. INFORMATION**

**1. Acknowledgements of Service 12**

The resignations and retirements of the employees listed have been accepted by the Assistant Superintendent, Human Resources, as effective and final per Board Policy 4117.2, 4217.2, and 4317.2, and are being reported to the Board of Education for its information.

**2. Local Control Accountability Plan Budget Overview for Parents 16**

This report will provide the Board of Education with information presented in the 2019-2020 LCAP Budget Overview for Parents.

**3. School Smarts Parent Engagement Program 20**

This report will provide the Board of Education with an update of the School Smarts Parent Engagement Program implemented in Glendale Unified School District in 2018-2019.

**4. Proposed Revised and Retired Board Policies Relating to Community Relations, Students, and Philosophy-Goals-Objectives and Comprehensive Plans 21**

This report will provide the Board of Education with information on the need to revise or retire existing Board Policies (BP) 1160 (Political Processes); BP 1210 (School Community Associations); BP 1312.1 (Complaints Concerning District Employees); BP 5131.2 (Bullying); BP 5132 (Dress and Grooming); and BP 0420.4 (Charter Schools Authorization) as recommended by the California School Boards Association (CSBA) and to comply with Education Code and federal and state laws.

**D. INFORMATION - continued**

- |            |   |           |
|------------|---|-----------|
| <b>5.</b>  | <b>Back to School and Open House Schedules for 2019–2020</b>  | <b>45</b> |
|            | <p>This report informs the Board of Education of the Back to School and Open House schedules for all the schools in the District for the 2019-2020 school year.</p>   |           |
| <b>6.</b>  | <b>Board of Education School Site Assignments for 2019-2020</b>   | <b>47</b> |
|            | <p>Each year, members of the Board of Education are assigned to various schools.</p>  |           |
| <b>7.</b>  | <b>Board of Education – District Related Committee, Organization, and Legislative Assignments</b>   | <b>48</b> |
|            | <p>Each year, the Board of Education President assigns Board members to various committees and other representative functions.</p>  |           |
| <b>8.</b>  | <b>District Budget for 2019-2020 (Refer to Action Report No. 1)</b>   | <b>50</b> |
|            | <p>Staff will make a presentation, which will provide members of the Board of Education information regarding the District’s 2019-20 Budget (Refer to Action Report No. 1).</p>   |           |
| <b>9.</b>  | <b>Portable Building at Stengel Field</b>   | <b>53</b> |
|            | <p>This information report is being provided as a follow-up to the information report and discussion on this topic at the November 5, 2018 Board meeting.</p>   |           |
| <b>10.</b> | <b>Update on Measure S and Facility Programs</b>  | <b>55</b> |
|            | <p>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.</p> |           |

**E. 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): Two potential cases**

**F. RETURN TO REGULAR MEETING**

- 1. Call to Order**

## **G. 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.

## **H. ACTION**

### **1. Adoption of District Budget for 2019-20 57**

The Interim Superintendent recommends that the Board of Education adopt the 2019-20 District Budget as presented.

### **2. Approval of 2017-2020 Local Control Accountability Plan, Federal Addendum, and Budget Overview for Parents 83**

The Interim Superintendent recommends that the Board of Education approve the 2017-2020 Local Control Accountability Plan Annual Update, Federal Addendum, and Budget Overview for Parents.

### **3. Signature Authorization for Dr. Vivian Ekchian, Superintendent of Schools 88**

The Interim Superintendent recommends that the Board of Education adopt Resolutions No. 39, 40, and 41, and approve the signature authorization for Dr. Vivian Ekchian, Superintendent of Schools, From July 1, 2019 to June 30, 2020.

### **4. Resolution No. 42 – Temporary Inter-Fund Cash Borrowing – Child Development Fund 92**

The Interim Superintendent recommends that the Board of Education adopt Resolution No. 42 to allow Temporary Inter-Fund Cash Borrowing.

### **5. Approval of Amendment No. 3 to Independent Consultant Agreement No. 415 with Premier Inspection Services, Inc. for DSA Inspection Services for Installation of Solar Photovoltaic Systems at Hoover and Glendale High Schools 94**

The Interim Superintendent recommends that the Board of Education approve Amendment No. 3 to Independent Consultant Agreement No. 415 with Premier Inspection Services, Inc. for DSA Inspection Services for the installation of solar photovoltaic systems at Hoover and Glendale High Schools in the amount of \$10,070, funded by CREBs funds.

### **6. Approval to Piggyback on the Pajaro Valley Unified School District Bid No. B-17-28-11-000-9291 Awarded to Mobile Modular Management Corporation for the Purchase and Installation of a Modular Restroom Building at Monte Vista Elementary School 107**

The Interim Superintendent recommends that the Board of Education approve the purchase and installation of a modular restroom building from Mobile Modular Management Corporation by piggybacking on Bid No. B-17-28-11-000-9291 awarded by Pajaro Valley Unified School District, for the Monte Vista Elementary School Modular Restroom Building Installation project for \$98,722.61 funded by Developer Fees funds.

**H. ACTION - continued**

- 7. Amendment to the Contract with Protocol Agency, Inc. 108**
- The Interim Superintendent recommends that the Board of Education approve an amendment to the contract between Glendale Unified School District and Protocol Agency, Inc. in the amount of \$50,000 for providing contracted speech therapists to meet the needs of students.
- 8. Approval of Renewal with Aequitas for Q Maintenance and Support 124**
- The Interim Superintendent recommends that the Board of Education approve the annual maintenance and support renewal for the District's Q Student Information Systems with Aequitas for the 2019-2020 school year in a total amount of \$147,971.15.
- 9. Approval of Renewal with Blackboard 127**
- The Interim Superintendent recommends that the Board of Education approve the renewal for annual Blackboard services for the 2019-2020 school year in the amount of \$145,193.70.
- 10. Approval for Renewal of Cisco SmartNet Maintenance and Support with AMS.net 129**
- The Interim Superintendent recommends that the Board of Education approve the renewal of Cisco SmartNet maintenance and support with AMS.net for the 2019-2020 school year for a total amount of \$165,070.52.
- 11. Approval of Agency Contracts for Special Education Services for 2019-2020 School Year 135**
- The Interim Superintendent recommends that the Board of Education approve the contracts between Glendale Unified School District and various agencies to provide special education services for students not to exceed \$5,025,000.
- 12. Approval of Services Agreement between Glendale Unified School District and Heal the Hurt Counseling 137**
- The Interim Superintendent recommends that the Board of Education approve the services agreement between Glendale Unified School District and Heal the Hurt Counseling in the amount of \$90,000 to provide services to students at Glendale High School.
- 13. Foothill SELPA and Hathaway-Sycamores Memorandum of Understanding 155**
- The Interim Superintendent recommends that the Board of Education (Administrative Unit for the Foothill SELPA) approve the Memorandum of Understanding between Foothill SELPA and Hathaway-Sycamores Child and Family Services agency in the amount of \$344,452 for educational services and an amount up to \$128,304 for therapeutic services for the 2019-2020 school year.
- 14. Agreement Between Glendale Unified School District and Beach Cities Learning 162**
- The Interim Superintendent recommends that the Board of Education approve an agreement with Beach Cities Learning for the 2019-2020 school year in the amount of \$225,000 and \$75 per hour for additional therapy.

## **I. 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 167**

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

  - a. Regular Meeting No. 38, June 4, 2019
- 2. Certificated Personnel Report No. 20 177**

The certificated report recommends approval of the following:

A health leave of absence, a change of health leave of absence, extension of health leaves of absence, a family & medical leave of absence, a change of family & medical leave of absence, an extension of family & medical leave of absence, a study leave of absence, additional assignments, election to management positions, elections hourly/daily, additional compensation, transportation authorization - management positions, authorizations, transportation authorizations, an authorization, revision to previous personnel reports, a personal services agreement and conference/workshop/meeting authorizations.
- 3. Classified Personnel Report No. 19 195**

The classified report recommends approval of the following:

Medical leave of absence; change of medical leave of absence; extension of medical leave of absence; family & medical leave of absence; maternity leave of absence; child care leave of absence; reinstatement; suspension without pay - disciplinary; termination - probationary; 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; personal services agreement; and transportation authorizations.
- 4. Warrants 215**

The Interim Superintendent recommends that the Board of Education approve Warrants totaling \$21,113,768.90 for May 1, 2019 through June 11, 2019.
- 5. Purchase Orders 220**

The Interim Superintendent recommends that the Board of Education approve Purchase Orders totaling \$494,325.98 for the period of May 20, 2019 through May 31, 2019.
- 6. Appropriation Transfer and Budget Revision Report 232**

Budget revisions and transfers reflect changes to existing budget appropriations necessitated by increases or decreases to previously established income and expenditure accounts. The Education Code requires Board of Education approval of all budget revisions and the transfer of funds between major expenditure accounts.
- 7. Appropriation Transfers at Year-End 239**

The Interim Superintendent recommends that the Board of Education authorize the Los Angeles County Office of Education (LACOE) to make appropriation transfers between major objects of expenditures at the close of the fiscal year 2018-19.

**I. CONSENT CALENDAR - continued**

- 8. Agreement with CliftonLarsonAllen (CLA) Audit Services 241**
- The Interim Superintendent recommends that the Board of Education approve an agreement with the firm of CliftonLarsonAllen (CLA) to provide audit services for the 2019-20, 2020-21, and 2021-22fiscal years, for a projected amount of \$92,500 per year, to be paid from the Unrestricted General Fund (01.0).
- 9. Agreements with Various Law Firms to Provide Legal Services for the District for 2019-20 School Year 255**
- The Interim Superintendent recommends that the Board of Education approve agreements with various law firms to provide legal services for the District for 2019-20 school year.
- 10. Approval of Agreement with Rob Wiltsey Creative Partners LLC 256**
- The Interim Superintendent recommends that the Board of Education approve the agreement with Rob Wiltsey Creative Partners, LLC for videography to enhance the GUSD brand and build community awareness for an amount not to exceed \$43,200 paid from the Unrestricted General Fund (01.0).
- 11. Approval of Consultant Agreement with Trusted Messenger Marketing (TMM) 272**
- The Interim Superintendent recommends that the Board of Education approve the consulting agreement with Trusted Messenger Marketing for social media and online management in the amount of \$30,000 for the 2019-2020 school year paid from the Unrestricted General Fund (01.0).
- 12. Approval of Memorandum of Understanding with the Verdugo Woodlands Dad's Club 288**
- The Interim Superintendent recommends that the Board of Education approve a Memorandum of Understanding (MOU) with Verdugo Woodlands Dad's Club for use of facilities. The cost of these services is \$30.00 an hour not to exceed \$9,120.00 for schooldays during the period of August 21, 2019 and June 10, 2020 paid by the Unrestricted General Fund (01.0).
- 13. Memorandum of Understanding with Glendale Educational Foundation and GEF Summer School, Inc. 292**
- The Interim Superintendent recommends that the Board of Education approve a Memorandum of Understanding with the Glendale Educational Foundation and GEF Summer School, Inc. for use of office space at the Administration Building as an office.
- 14. Extension of RFP No. P-9-15/16 for Relocation (Moving) Services 300**
- The Interim Superintendent recommends that the Board of Education extend RFP No. P-8-15/16 for relocation (moving) services with Beltmann Group and Mover Services, Inc. for the 2019/20 fiscal year.
- 15. Adoption of Piggybackable Contracts for Equipment, Materials, and Services 301**
- The Interim Superintendent recommends that the Board of Education approve adoption of piggybackable contracts for the purchase of equipment, materials, and supplies for the 2019-2020 school year. Funding may be provided from various sources, including but not limited to, General Fund, Capital Project Fund, Categorical Programs, Nutrition Services, and Measure S.
- 16. Amendment to Agreement with York Risk Management Services Group, Inc. to Provide Third Party Claims Administration 303**
- The Interim Superintendent recommends that the Board of Education approve an amendment to agreement with York Risk Services Group, Inc. to provide third party claims administration on workers' compensation claims that were previously serviced through the SLIM JPA from July 1, 2019 through June 30, 2020 for \$36,000 paid from Workers' Compensation Fund.

**I. CONSENT CALENDAR - continued**

- 17. Approval of Revised or Retired Board Policies Relating to Community Relations, Instruction, and Bylaws of the Board 317**
- The Interim Superintendent recommends that the Board of Education approve revised or retired 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.
- 18. Approval of Basic and Supplementary Textbooks for Use in Middle and High Schools in the Area of World Language and Culture 338**
- The Interim Superintendent recommends that the Board of Education approve 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) for use in middle and high schools in the area of World Language and Culture. The books have been reviewed for content and evaluated by the members of the World Language and Culture Curriculum Study Committee.
- 19. Approval of New Course of Study Outlines for Use in Middle and High Schools in the Areas of English Language Arts and English Language Development 340**
- The Interim Superintendent recommends that the Board of Education approve course of study outlines (English Language Arts 6-12 Advanced/Honors; English Language Development 6-12 Bridging/Expanding) for use in middle and high schools in the areas of English Language Arts and English Language Development.
- 20. Approval of New Course of Study Outline for Use in High Schools in the Areas of Career Technical Education and Science 497**
- The Interim Superintendent recommends that the Board of Education approve course of study outline (Honors Environmental GIS) for use in high schools in the areas of Career Technical Education and Science.
- 21. Approval of Waiver Requests 506**
- The Interim Superintendent recommends that the Board of Education approve waiver requests from the Collective Bargaining Agreement based on proposals submitted by various District school sites and approved by the District Review Committee commencing in the 2019-2020 school year.
- 22. Designation of California Interscholastic Federation (CIF) Representatives 508**
- The Interim Superintendent recommends that the Board of Education designate the Crescenta Valley High School, Glendale High School, and Hoover High School principals as the voting representatives and a selected principal, as an alternate, in all California Interscholastic Federation (CIF) matters for the school year 2019-2020.
- 23. Approval of Services Agreement between Glendale Unified School District and Parker-Anderson Enrichment 509**
- The Interim Superintendent recommends that the Board of Education approve the Services Agreement between Glendale Unified School District and Parker-Anderson Enrichment in the amount not to exceed \$34,000 to provide a two-week Summer Academy for identified refugee and English learner students.

**I. CONSENT CALENDAR - continued**

- 24. Approval of the Services Agreement between Glendale Unified School District and Bridge of Knowledge, Inc. dba Sylvan Learning, Glendale 526**
- The Interim Superintendent recommends that the Board of Education approve the Services Agreement between Glendale Unified School District and Bridge of Knowledge, Inc. dba Sylvan Learning, Glendale in the amount of \$28,000 to provide tutoring for identified English learner students.
- 25. Annual Application for Funds Under the Consolidated Application and Reporting System (CARS) for Categorical Aid Programs 2019-2020 (Spring and Winter Collections) 548**
- The Interim Superintendent recommends that the Board of Education approve the submission of the annual Consolidated Application and Reporting System (CARS) for 2019-2020, which is required to receive funds for categorical programs.
- 26. Approval of School Plan for Student Achievement (SPSA) 555**
- The Interim Superintendent recommends that the Board of Education approve the 2019-2020 School Plan for Student Achievement (SPSA) for schools participating in one or more state/federal programs.
- 27. Acceptance of Grant Funds from the French-American Cultural Exchange (FACE) Foundation for Franklin Elementary School 556**
- The Interim Superintendent recommends that the Board of Education accept funds in the amount of \$3,000 from the FACE Foundation to support the French Dual Language Program at Franklin Elementary School in the 2019-2020 school year.
- 28. Approval of VMware Support Renewal for 2019-2020 557**
- The Interim Superintendent recommends that the Board of Education approve the annual licensing for the District's VMware support renewal for server management software with AMS.net, Inc. for a total amount of \$22,370.42.
- 29. Approval for Renewal of E-Rate Consulting Services for 2019-2020 School Year 561**
- The Interim Superintendent recommends that the Board of Education approve the annual E-Rate consulting services with Nancy von Langen-Scott NvLS Professional Services, LLC for the 2019-2020 school year for a total amount not to exceed \$26,000.00.
- 30. Approval for Renewal of Studio Spectrum Live Stream Services for 2019-2020 570**
- The Interim Superintendent recommends that the Board of Education approve the renewal of an agreement with Studio Spectrum for live streaming services for the 2019-2020 school year for the total amount of \$11,250.00.
- 31. Approval of Special Education Master Contracts 572**
- The Interim Superintendent recommends that the Board of Education approve contracts between Glendale Unified School District and state-certified non-public schools (NPS) and non-public agencies (NPA) that provide services to students in special education programs, as specified on each student's Individualized Education Plan (IEP).
- 32. Approval of Medi-Cal Billing Program Vendor Agreement - Addendum 574**
- The Interim Superintendent recommends that the Board of Education approve the addendum to the existing agreement with Paradigm Healthcare Services, LLC for the processing of Medi-Cal billing program claims.



**I. CONSENT CALENDAR - continued**

**33. Authorization to Dispose of Surplus Property 577**

The Interim Superintendent recommends that the Board of Education declare obsolete textbooks located at various school sites as obsolete and surplus, and authorize disposal in the most cost efficient and environmentally responsible manner.

**34. Memorandum of Understanding with Hathaway-Sycamores for Providing Educational Support Services 580**

The Interim Superintendent recommends that the Board of Education approve a Memorandum of Understanding between Glendale Unified School District and Hathaway-Sycamores Child and Family Services agency for the delivery of Educational Support Services for the 2019-2020 school year.

**35. Acceptance of Gifts 585**

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

**J. REPORTS AND CORRESPONDENCE**

**1. Board**

**2. Interim Superintendent**

**K. ADJOURNMENT**

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 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. Aghajanian, Ariga Effective 6/12/19  
Education Assistant I  
Horace Mann Elementary School
2. Duir, Amy Effective 6/12/19  
Math Teacher  
Wilson Middle School
3. Eleacyan, Knarik Effective 5/09/19  
Cafeteria Worker I  
Crescenta Valley High School
4. Enriquez, Gilbert Effective 6/12/19  
Assistant Physically Handicapped  
PAEC Avenue
5. Galyon, Stephanie Effective 5/28/19  
Education Assistant I  
Edison Elementary School

Resignations: - Continued

- |     |  |                   |
|-----|--|-------------------|
| 6.  | Gutierrez, Mary Jane<br>Cafeteria Worker I<br>Edison Elementary School           | Effective 6/12/19 |
| 7.  | Holland, Tracy<br>1 <sup>st</sup> Grade Teacher<br>R.D. White Elementary         | Effective 6/05/19 |
| 8.  | Keoroghlian, Melina<br>Kindergarten Teacher<br>Mann Elementary                   | Effective 6/04/19 |
| 9.  | Khechoomian, Frida<br>Cafeteria Worker I<br>Crescenta Valley High School         | Effective 5/17/19 |
| 10. | Ko, Kylie<br>4 <sup>th</sup> /5 <sup>th</sup> Grade Teacher<br>Keppel Elementary | Effective 6/12/19 |
| 11. | Lim, Rachel<br>Education Assistant I<br>Mountain Avenue Elementary School        | Effective 6/12/19 |
| 12. | Pomonis, Mary Anna<br>Art Teacher<br>Hoover High School                          | Effective 6/12/19 |
| 13. | Rhees, Martin<br>Music Teacher<br>Hoover High School                             | Effective 6/12/19 |

Resignation by default

- |    |  |                   |
|----|--|-------------------|
| 1. | Brewer, Paige<br>Special Education Teacher<br>Rosemont Middle School | Effective 6/12/19 |
|----|--|-------------------|

Resignation by default (Cont.)

- |    |   |                   |
|----|---|-------------------|
| 2. | Saylors, Tami<br>4 <sup>th</sup> Grade Teacher<br>Edison Elementary | Effective 6/12/19 |
|----|---|-------------------|

Retirements:

- |    |  |  |
|----|--|--|
| 1. | Snodgress, Elaine<br>ASB Teacher<br>Clark Magnet High School | Effective 6/13/19<br>18 years of service |
| 2. | Newcomer, Susan N.<br>Librarian<br>Clark Magnet High School  | Effective 6/29/19<br>21 years of service |

Revision to Previous Information Report

1. Revision to Information Report No. 1, June 4, 2019

Page 1, Item 1

Mikaelian, Hasmik  
Cafeteria Worker I  
Toll Middle School

Effective 5/17/19

Change from resignation to retirement:

Effective 5/18/19

2. Revision to Board Report No. 18, May 21, 2019

Page 2, Item 3

Howe, Susan  
Counselor  
Clark Magnet High School

Effective 6/18/19  
42 years of service

Change retirement date to read:

Effective 6/20/19

Revision to Previous Information Report - Continued

3. Revision to Information Report No. 1, April 16, 2019

Page 2, Item 4

Hammer, Les

Assistant Physically Handicapped

Crescenta Valley High School

Effective 6/12/19

17 years, 8 months of service

Change retirement date to read:

Effective 6/13/19

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

INFORMATION REPORT NO. 2

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

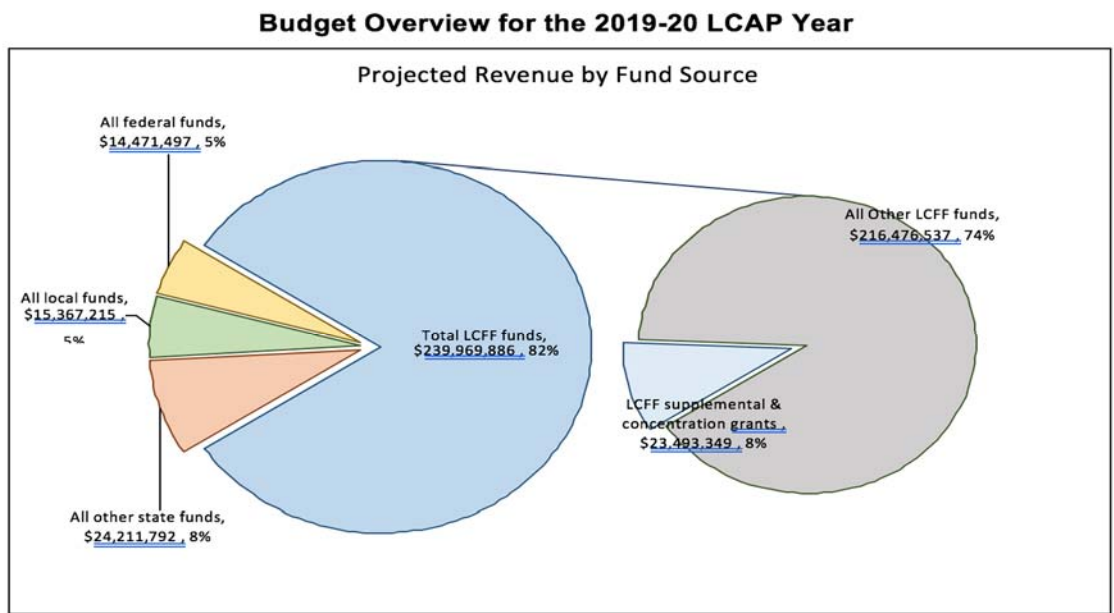
SUBMITTED BY: Dr. Mary Mason, Executive Director, Elementary Education  
Mr. Felix Melendez, Executive Director, Secondary Education  
Dr. Lena Richter, Director, Categorical Programs

PREPARED BY: Craig Larimer, Financial Analyst

**SUBJECT: Local Control Accountability Plan Budget Overview for Parents**

This report will provide the Board of Education with the information presented in the 2019-2020 LCAP Budget Overview for Parents. The budget overview is an added piece this year from the CDE to provide a brief overview of a district’s Local Control Accountability Plan (LCAP) budget expenditures at a quick glance.

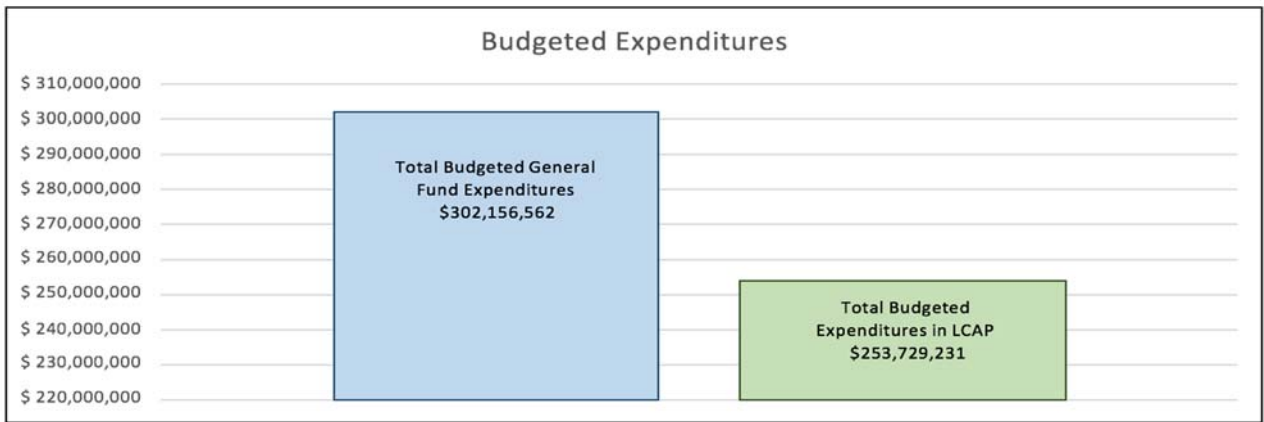
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all districts and extra funding called “supplemental and concentration” grants to districts based on the enrollment of high needs students (foster youth, English learners, and low-income students).



This chart shows the total general purpose revenue Glendale Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Glendale Unified School District is \$294,020,390.00, of which \$239,969,886.00 is Local Control Funding Formula (LCFF); \$24,211,792.00 is other state funds; \$15,367,215.00 is local funds; and \$14,471,497.00 is federal funds. Of the \$239,969,886.00 in LCFF Funds, \$23,493,349.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Glendale Unified School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Glendale Unified School District plans to spend \$302,156,562.00 for the 2019-2020 school year. Of that amount, \$253,729,231.00 is tied to actions/services in the LCAP and \$48,427,331.00 is not included in the LCAP.

Program expenditures not included in the LCAP are Federal, Medi-Cal, Restricted Lottery Materials, Early Education, Restricted Local, Administration, and Medical Administrative Activities programs.

#### Sustained or Improved Services for High Needs Students in 2019-2020

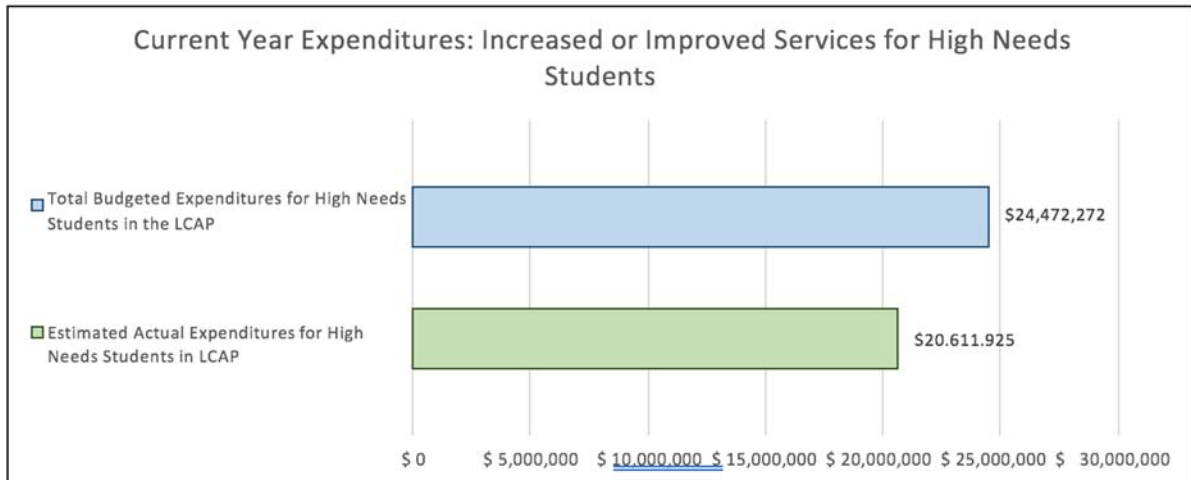
In 2019-2020, Glendale Unified School District is projecting it will receive \$23,493,349.00 based on the enrollment of foster youth, English learner, and low-income students. Glendale Unified School District must demonstrate the planned actions and services will

sustain or improve services for high needs students compared to the services all students receive in proportion to the continued funding it receives for high needs students. In the LCAP, Glendale Unified School District plans to spend \$26,605,998.00 on actions to meet this requirement.

GUSD is focusing on continuing and improving services as there is still a structural deficit anticipated for next year. Expenditures in the LCAP to support improved services include:

- Lowering Class Size in TK -3 to 24-1
- New K-12 Curriculum and Professional Development in ELA/ELD
- Summer School in Secondary
- Support for Psychological Service Providers
- Career Technical Education
- Clark Magnet Transportation
- Alternative Education Programs
- Intervention Plan at the Elementary and Secondary Level
- Facilities Upkeep and Upgrades

### Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Glendale Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Glendale Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.



In 2018-2019, Glendale Unified School District's LCAP budgeted \$24,472,272.00 for planned actions to sustain or improve services for high needs students. Glendale Unified School District estimates that it will actually spend \$20,611,925.00 for actions to improve or continue services for high needs students in 2018-2019. The difference between the budgeted and actual expenditures of \$3,860,347.00 had the following impact on Glendale Unified School District's ability to continue or improve services for high needs students:

Estimated Actual Expenditures for high needs students were lower than Budget primarily due to position attrition and vacancies occurring during the year for Teacher Specialist, Teachers, Educational Assistants, Healthy Start Coordinator, CTE Counselor, Psychological Service Provider and Intervention Support.

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

INFORMATION REPORT NO. 3

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

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

**SUBJECT: School Smarts Parent Academy Implementation Update**

This report will provide the Board of Education with an update of the School Smarts Parent Academy implemented in Glendale Unified School District in 2018-2019.

The School Smarts Parent Academy is a PTA parent engagement program with an operating principle of inclusion – reaching across parent groups and bringing them together in support of their common interest in helping children succeed.

Four GUSD elementary schools piloted the program in the 2018-2019 school year – Balboa, Muir, R.D. White and Verdugo Woodlands Elementary schools. The program offered a seven-session parent academy to educate and empower parents. Topics included understanding the education system, communicating effectively, advocating for a quality education, and the importance of parent and family engagement.

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

INFORMATION REPORT NO. 4

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

SUBJECT: **Proposed Revised and Retired Board Policies Relating to Community Relations, Students/Students-Activities, Instruction, and Philosophy-Goals-Objectives and Comprehensive Plans**

---

This report will provide the Board of Education with information on the need to revise or retire existing Board Policies (BP) 1160 (Political Processes); BP 1210 (School Community Associations); BP 1312.1 (Complaints Concerning District Employees); BP 5131.2 (Bullying); BP 5132 (Dress and Grooming); and BP 0420.4 (Charter Schools Authorization) as recommended by the California School Boards Association (CSBA) and to comply with Education Code and federal and state laws.

**BP 1160 – Political Processes**

CSBA Update: March 2011  
Last GUSD Update: November 2010

Staff recommends the Board update BP 1160 to reflect current California School Boards Association (CSBA) language and legal references.

**BP 1210 – School Community Associations**

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

Staff recommends that the Board retire this policy as the language is no longer supported by CSBA and the content is incorporated into Board Policy and Administrative Regulation 1230 - School Connected Organizations.

**BP 1312.1 – Complaints Concerning District Employees**

CSBA Update: May 2019  
Last GUSD Update: February 2017

Staff is recommending the policy be updated using CSBA suggested language to reflect a court decision, which held that a district cannot bar criticism of employees at public board meetings, and to add referral of complainants to the appropriate complaint procedures when

concerns are expressed at a board meeting or to an individual board member outside a board meeting. The policy includes material formerly in the administrative regulation regarding reports against employees for child abuse or neglect, and adds circumstances under which complaints should be addressed in accordance with BP/AR 1312.3 - Uniform Complaint Procedures or AR 4030 - Nondiscrimination in Employment. The revised policy also adds material related to the investigation of a complaint, including an anonymous complaint, and includes material formerly in AR regarding appeals to the board.

**BP 5131.2 – Bullying**

CSBA Update: May 2019  
Last GUSD Update: July 2018

Staff is recommending that the policy be updated using CSBA suggested language to reflect a new law (AB 2291, 2018), which mandates districts to adopt, on or before December 31, 2019, procedures for preventing acts of bullying, including cyberbullying.

**BP 5132 – Dress and Grooming**

CSBA Update: May 2019  
Last GUSD Update: January 2003

Staff is recommending the policy be updated using CSBA suggested language to address communication of the dress code to students and staff; grant enforcement authority to the principal or designee; prohibit discriminatory enforcement of the dress code, including, but not limited to, discrimination based on gender identity, gender expression, or religious or cultural observance; and address disciplinary action for repeated violations or refusal to comply with the dress code. The revised policy also provides that the determination of specific items of clothing defined as gang apparel shall be free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

**BP 0420.4 – Charter Schools Authorization**

CSBA Update: May 2019  
Last GUSD Update: August 2018

Staff is recommending that Board Policy (BP) 0420.4 be updated using CSBA suggested language to delete the legal cite for the Parent Empowerment Act, as the criteria for that program include the Academic Performance Index which is no longer calculated, and to delete the outdated legal cite for California Department of Education (CDE) standards for

the identification of academically low-achieving students. The updated policy also reflects a new law (SB 126, 2019), which requires charter schools to comply with the Brown Act, California Public Records Act, and other specified state laws governing transparency and public integrity, and another new law (AB 406, 2018) which, for any charter petition submitted on or after July 1, 2019, prohibits the charter school from operating as or by a for-profit corporation or organization.

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 July 16, 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— Political Processes

The Board of Education has a responsibility, when appropriate, to actively advocate fiscal and public policy that supports the District's schools and the children in the community. To the extent possible, ~~the~~ Board shall be proactive in defining the District's advocacy agenda based on the District's vision and goals and the needs of the District and ~~the direction set forth in the District's vision and goals~~ community. The Board's advocacy efforts shall be conducted in accordance with legal requirements.

~~The Board may provide fair and impartial information about Legislative issues affecting schools and children and shall inform the community about its legislative advocacy activities. The Board may study the potential effect of ballot measures on the District's schools. Any Board discussion of the effect of such measures shall include an opportunity for Board members, staff and members of the public to speak on all sides of the issue. The Board may adopt positions in support of or in opposition to ballot measures of importance to education.~~

~~The Board's responsibility as an advocate for the District may include lobbying at the state and national levels. Because local governments also make decisions which impact the District's schools, the Board and the Superintendent or designee shall work to establish ongoing relationships with city and county officials and agencies, and shall inform them of the potential effect of local issues on the schools.~~

~~The Board's positions shall be publicized only through normal District procedures for reporting Board actions and in a manner that does not attempt to influence voters.~~

Ballot Measures/Candidates

No District funds, services, supplies or equipment shall be used to urge the support or defeat of any ballot measure or candidate, including any candidate for election to the Board. (Education Code 7054)

~~District resources shall not be used to disseminate campaign literature or to purchase advertisements, bumper stickers, posters or similar promotional items that advocate an election result.~~

The Board may discuss and study the potential effect of proposed or qualified ballot measures on the District's schools at an open and agendized Board meeting. The Board's discussion of the effect of such measures shall include an opportunity for staff and members of the public to speak on all sides of the issue. At that meeting, the Board may adopt a position or resolution in support of or in opposition to a ballot measure. The language in any resolution adopted by the Board shall not urge the public to take any action regarding the measure.

## Community Relations

### Communication with the Public— Political Processes

The Board's position on a ballot measure, including any resolution, shall be publicized only through normal District procedures and consistent with regular District practice for reporting Board actions. Such publicity shall be for informational purposes and shall not attempt to influence voters.

The Superintendent or designee may use District resources to provide students, parents/guardians and community members with fair and impartial information related to ballot measures, including information about the impact of ballot measures on the District. (Education Code 7054)

In preparing or distributing such informational material, the Superintendent or designee shall analyze the material to help ensure that it is an appropriate informational activity, provides a fair analysis of the issues, and does not advocate passage or defeat of a measure or candidate.

District resources, including email or computer systems, shall not be used to disseminate campaign literature. In addition, District resources shall not be used to purchase advertisements, bumper stickers, posters, or similar promotional items that advocate an election result or urge voters to take any action in support of or in opposition to a measure.

Political activity related to District bond measures shall, in addition to the above, be subject to the following conditions:

1. The Superintendent or designee may research, draft, and prepare a District bond measure or other initiative for the ballot, but shall not use District resources to influence voters or otherwise campaign for the measure.
2. Upon request, Board members and District administrators may appear at any time before a citizens' group to explain why the Board called for an election on a bond measure and to answer questions. (Education Code 7054.1)

If the presentation occurs during working hours, the employee representing the District shall not urge a citizens' group to vote for or against the bond measure.

3. The Board or any individual Board member may file a written argument for the ballot that is either for or against any school measure. (Elections Code 9501)

## Legislation

## Community Relations

### Communication with the Public— Political Processes

The Board's responsibility as an advocate for the District may include lobbying and outreach at the state, national, and local levels. The Board and Superintendent or designee shall work to establish and maintain ongoing relationships with elected officials, community leaders, and the media in order to communicate District positions and concerns.

The Board and Superintendent shall develop an advocacy action plan to define expectations and responsibilities. This plan may include, but is not limited to, legislative priorities, strategies for outreach to the media and community, development of key messages and talking points, and adoption of positions on specific legislation, regulations, or budget proposals.

In order to strengthen legislative advocacy efforts, the District may work with organizations and coalitions and may join associations whose representatives lobby on behalf of their members in accordance with Government Code 53060.5.

The District may provide fair and impartial information about legislative issues affecting schools and children and shall inform the community about its advocacy activities. However, informational materials about legislation shall not urge the public to lobby the legislature, Governor, or state agencies on behalf of the District.

As necessary, the Board may direct the Superintendent or designee to draft legislative or regulatory proposals which serve the District's interests.

### Legal Advocacy

The Board recognizes that some issues are more appropriately addressed judicially rather than legislatively. When a legal issue is likely to set a state or national precedent, the District may join with other districts or parties in order to resolve the issue through litigation or other appropriate means.

### Political Forums

Forums on political issues may be held in District facilities as long as the forum is made available to all sides of the issue on an equitable basis. (Education Code 7058)



Community Relations

Communication with the Public— Political Processes

Legal References:     Education Code, Sections 7050-7058; 7054, 7054.1, 7055, 7056, 7058, 35160, 35172  
                              Election Code, Section 9501  
                              Government Code, Sections 8314; ~~50023~~ 53060.5; 54953.5; 54953.6; 8100-91015; 82031  
                              Code of Regulations, Title 22, Sections 18600-18640; 18901.1  
Court Decisions:  
                              Vargas v. City of Salinas, (2009) 46 Cal. 4th 1  
                              Santa Barbara County Coalition Against Automobile Subsidies v. Santa Barbara County Association of Governments, (2008) 167 Cal.App.4th 1229  
                              Yes on Measure A v. City of Lake Forest, (1997) 60 Cal.App.4th 620  
                              Choice-in-Education League et al v. Los Angeles Unified School District, (1993) 17 Cal.App.4th 415  
                              League of Women Voters v. Countywide Criminal Justice Coordination Committee, (1988) 203 Cal.App.3d 529  
                              Miller v. Miller, (1978) 87 Cal.App.3d 762  
                              Stanson v. Mott (1976) 17 Cal.3d 206

Policy Adopted:       12/17/2002

Policy Amended:      11/03/2010; --/--/2019

Community Relations

Participation by the Public—School Community Associations

~~The Board of Education encourages and expects the development and maintenance of an active, vital organization of parents, teachers and, as appropriate students in each school within the District.~~

~~The Board recognizes the California Congress of Parents, Teachers, Students, Inc., school booster clubs, school and District foundations, site councils and committees, as an integral part of the school community, which can aid significantly in promoting a finer educational program.~~

~~The Board encourages all employees to support and cooperate with school community organizations.~~

~~Policy Adopted: 08/1985~~

~~Policy Amended: 05/1994, 12/17/2002~~

~~(Formerly BP 1200)~~

Community Relations

Complaints Concerning District Employees

~~The Board of Education accepts responsibility for providing a means by which the public can hold employees accountable for their actions. The Board desires that complaints be resolved expeditiously without disrupting the educational process.~~

~~The Superintendent or designee shall develop regulations which permit the public to submit complaints against District employees in an appropriate way. These regulations shall protect the rights of involved parties. The Board may serve as an appeals body if the complaint is not resolved.~~

~~The Board prohibits retaliation against complainants. The Superintendent or designee at his/her discretion may keep a complainant's identity confidential, except to the extent necessary to investigate the complaint. The District will not investigate anonymous complaints unless it so desires.~~

The Board of Education recognizes its accountability to the public for the quality of the District's educational program and the performance of District employees. The District shall provide a process by which a complaint submitted by any person regarding an employee can be resolved impartially, expeditiously, and with minimal disruption to District operations and the educational program.

When a concern regarding an employee is presented during a Board meeting or to an individual Board member or employee outside of a Board meeting, the complainant shall be informed of the appropriate complaint procedure.

Any complaint regarding the Superintendent shall be initially filed in writing with the Board. The Board shall consult with legal counsel or appoint an appropriate agent to conduct the investigation.

The Superintendent or designee shall determine whether a complaint against any other employee should be considered a complaint against the District and/or an individual employee, and whether it should be resolved by the District's process for complaints concerning personnel and/or other District procedures. Any complaint of child abuse or neglect alleged against a District employee shall be reported to the appropriate local agencies in accordance with law and BP 5141.4 - Child Abuse Prevention and Reporting. Any complaint alleging that an employee engaged in unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) in District programs and activities shall be filed in accordance with BP/AR 1312.3 - Uniform Complaint Procedures. Any complaint by an employee, job applicant, volunteer, intern, or independent contractor alleging unlawful discrimination or harassment by an employee shall be filed in accordance with AR 4030 - Nondiscrimination in Employment.

## Community Relations

### Complaints Concerning District Employees

Any complaint subject to this policy and the accompanying administrative regulation shall be investigated by the principal, the employee's immediate supervisor, the Superintendent or designee, legal counsel, agent of the Board, and/or other appropriate person who is not the subject of the complaint or subordinate to the employee charged in the complaint. The complainant and the employee shall have an opportunity to present information relevant to the complaint.

A complaint that is filed anonymously may be investigated by the Superintendent or designee depending on the specificity and reliability of the information.

If a complainant requests confidentiality, the Superintendent or designee shall inform the complainant that the request may limit the District's ability to investigate the employee's conduct or take other necessary action. However, the Superintendent or designee shall take all reasonable steps to investigate and resolve the complaint without divulging the complainant's identity.

The Board prohibits retaliation against complainants.

### Appeals

If either the complainant or the employee submits an appeal of the Superintendent's decision to the Board, the Board shall determine whether to uphold the Superintendent's decision without hearing the complaint, appoint an appeals committee to advise the Board, or hear the appeal itself.

If the Board decides to hear the complaint, the matter shall be addressed in closed session in accordance with Government Code 54957 unless the employee requests that it be heard in open session. The Board shall review the original complaint and additional information provided by the Superintendent or designee regarding the steps taken to resolve the issue.

The Board's decision shall be final.

Legal Reference: Education Code, Sections 33308.1; 35146; 44031; 44811; 44932-44949; 48987  
Government Code, Sections 54957; 54957.6  
Penal Code, Section 273; 11164-11174.3  
Welfare and Institutions Code, Section 300  
Court Decisions: Baca v. Moreno Valley Unified School District, (1996)

Community Relations

Complaints Concerning District Employees

936 F. Supp. 719

Policy Adopted: 02/07/2017

Policy Amended: --/--2019

Students

Bullying

The Board of Education recognizes the harmful effects of bullying on a student's well-being, student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

The Superintendent or designee shall develop strategies for addressing bullying in District schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable District and school plans.

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

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

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

~~Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images as defined in Education Code 48900. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.~~

~~Strategies for addressing bullying in District schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the~~

## Students

### Bullying

~~comprehensive safety plan, the local control and accountability plan, and other applicable District and school plans.~~

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

#### ~~A. — Bullying Prevention~~

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

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

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

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

- ~~1. — Discuss the diversity of the student body and school community, including their varying immigration experiences.~~
- ~~2. — Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims.~~
- ~~3. — Identify the signs of bullying or harassing behavior.~~

Students

Bullying

- ~~4. Take immediate corrective action when bullying is observed.~~
- ~~5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.~~

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

~~B. Intervention~~

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

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

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

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

~~C. Reporting and Filing of Complaints~~

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



## Students

### Bullying

~~Within two business days of receiving a report of bullying, the principal shall notify a District compliance officer identified in AR 1312.3—Uniform Complaint Procedures.~~

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

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

#### ~~D. Investigation and Resolution of Complaints~~

~~Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the District's uniform complaint procedures specified in AR 1312.3.~~

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

#### ~~E. Discipline~~

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

~~Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with District policies and regulations.~~

Students

Bullying

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

Legal Reference:      Education Code, Sections 200-262.4; 32282; 32283.5; 35181; 35291-35291.5; 48900-48925; 48985; 52060-52077  
                                  Penal Code, Sections 422.55; 647; 647.7; 653.2  
                                  Code of Regulations, Title 5, Sections 4600-~~4687~~ 4670  
                                  United States Code, Title 47, Section 254  
                                  Code of Federal Regulations, Title 28, Section 35.107  
                                  Code of Federal Regulations, Title 34, Sections 104.7; 106.8; 110.25  
                                  Court Decisions:  
                                  Wynar v. Douglas County School District, (2013) 728 F.3d 1062  
                                  J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094  
                                  Lavine v. Blaine School District, (2002) 279 F.3d 719

Policy Adopted:      09/15/2015

Policy Amended:     07/17/2018; --/--/2019

Previously included in BP 5131 Conduct

Students - Activities

Attire Dress and Grooming

A. The Board of Education believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to ~~give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Although students have the right to make individual choices, clothes must not present a health or safety hazard or a distraction which would interfere with the educational process. The appearance of students, or attire worn by students, disruptive to the educational process will be grounds for exclusion from classes.~~ wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or is likely to cause a substantial disruption to the educational program.

B. ~~The intent of the District's dress and grooming policy is to create an effective and focused learning environment. Student dress and grooming are an important component of a safe school climate that supports learning.~~

~~A consistent dress and grooming policy is necessary in order to maintain order, provide a safe school environment, and promote discipline. Dress and/or grooming that draws undue attention detracts from the educational process and is therefore unacceptable. However, both Board policy and administrative regulations shall not interfere with the rights of students that are protected by the Constitution.~~

District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

C. ~~The Superintendent shall implement administrative regulations which prohibit student dress or grooming practices that:~~

- ~~1. Present a hazard to the health or safety of the student or to others in the school;~~
- ~~2. Materially interfere with school work, create disorder, or disrupt the education program;~~
- ~~3. Cause excessive wear or damage to school property;~~
- ~~4. Prevent the student from achieving educational objectives because of blocked vision or restricted movement.~~

Students - Activities

Attire Dress and Grooming

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

- D. ~~The school principal, in cooperation with students, teachers, and parents/guardians, shall establish school rules governing student dress and grooming consistent with District policy and regulations. Students and parents shall be informed about the school dress code at the beginning of the year and when revised. Violation of these regulations are termed willful defiance of the valid authority of the school principal, and the Board directs that the principal may administer appropriate disciplinary action.~~

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code.

When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students.

Repeated violations or refusal to comply with the District's dress code may result in disciplinary action.

Voluntary School Dress Code

~~The Board recognizes that school dress significantly influences student behavior. When local circumstances indicate a need, school sites may implement a voluntary dress code provided there is demonstrated school community support.~~

E. Gang-Related Apparel

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan.

Students - Activities

Attire Dress and Grooming

(Education Code 35183)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

F. Mandatory School Uniforms

~~The Board believes that the wearing of school uniforms promotes school safety, pride, student self-esteem, discipline, and learning.~~

~~A. The Board supports the use of school uniforms and expects parents/guardians to be informed of the option on a regular basis. School sites may request Board approval for a mandatory uniform dress policy if they provide for the following:~~

- ~~1. The school site uniform policy shall not be implemented with less than six months' notice to parents.~~
- ~~2. Uniforms are required to be worn by students in all grades at their school.~~
- ~~3. A plan of assistance needs to be formulated to provide school uniforms for economically disadvantaged students.~~
- ~~4. All uniform items must be consistent with the District's current dress code policy.~~
- ~~5. Parent(s) or guardian(s) who desire to exempt their student from the uniform policy will need to file an application for exemption and meet with a site administrator to discuss the uniform policy.~~
- ~~6. The school will participate in an evaluation at the end of each school year for the first three years of the mandatory uniform policy. Thereafter, the evaluation of the uniform policy may be included in the school's regular review process.~~

The Board may approve a school-initiated dress code requiring students at the school to wear a school uniform whenever the Board determines that such a dress code will promote student achievement, a positive school climate, and/or student safety.

The Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students

Students - Activities

Attire Dress and Grooming

shall not be penalized academically, otherwise discriminated against, or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms. (Education Code 35183)

Legal References:     Education Code, Sections 220; 32281; 35183; 35183.5; 48907; 49066  
                              Code of Regulations, Title 5, Sections 300; 302  
                              Cal. Const., Art. I, S28 (e)  
                              Court Decisions:  
                              Jacobs v. Clark County School District, (2008) 26 F. 3d 419  
                              Harper v. Poway Unified School District, (2006) 445 App. 3d 166  
                              Marvin H. Jeglin et al v. San Jacinto Unified School District et al, (C.D.  
                              Cal. 1993) 827 F.Supp. 1459  
                              Arcadia Unified School District v. State Department of Education, 92  
                              Daily Journal, D.A.R. 3578  
                              Hazelwood School District v. Kuhlmeier, (1988) 108 S. Ct. 562  
                              Hartzell v. Connell, (1984) 35 Cal. 3d 899  
                              Tinker v. Des Moines Independent Community School District, (1969)  
                              393 U.S. 503

Policy Adopted:     10/03/1967

Policy Amended:     06/04/1985;    09/01/1992;    05/21/1996;    05/06/1997;    05/01/2001;  
                              01/14/2003; --/--/2019

Formerly BP 5370

Philosophy — Goals - Objectives and Comprehensive Plans

Charter Schools Authorization

The Board of Education recognizes that charter schools may assist the District in offering diverse learning opportunities for District students. In considering any petition to establish a charter school within the District, the Board shall give thoughtful consideration to the potential of the charter school to provide students with a high-quality education that enables them to achieve to their fullest potential.

- A. The District shall not require any District student to attend the charter school nor shall it require any District employee to work at the charter school. (Education Code 47605)

One or more persons may submit a petition for a start-up charter school to be established within the District. In addition, an existing District school may be converted to a charter school when deemed beneficial by the District and community. (Education Code 47605, 47606, 53300)

~~The District shall not require any District student to attend the charter school nor shall it require any District employee to work at the charter school. (Education Code 47605)~~

Any petition for a start-up charter school or conversion charter school shall include all components and signatures required by law and shall be submitted to the Board. The Superintendent or designee shall consult with legal counsel, as appropriate, regarding compliance of the charter proposals with legal requirements.

The Superintendent or designee may work with charter school petitioners prior to the formal submission of the petition in order to ensure compliance of the petition with legal requirements. As needed, ~~he/she~~ the Superintendent or designee also may meet with the petitioners to establish workable plans for technical assistance or contracted services which the District may provide to the proposed charter school.

Within 30 days of formally receiving a petition to establish a charter school and accepting the petition as an agenda item at a Board meeting, the Board of Education shall hold a public hearing to determine the level of support for the petition by teachers, other employees of the District, and parents/guardians. (Education Code 47605)

Within 60 days of formally receiving a petition, or within 90 days with mutual consent of the petitioners and the Board of Education, the Board shall either approve or deny the request to establish the charter school. (Education Code 47605)

Philosophy — Goals - Objectives and Comprehensive Plans

Charter Schools Authorization

The approval or denial of a charter petition shall not be controlled by collective bargaining agreements nor subject to review or regulation by the Public Employment Relations Board. (Education Code 47611.5)

B. Approval of Petition

1. The Board of Education shall approve the charter petition if doing so is consistent with sound educational practice. In granting charters, the Board shall give preference to schools ~~best able to provide comprehensive learning experiences for academically low-achieving students according to standards established by the California Department of Education (CDE) under Education Code 54032~~ petitions that demonstrate the capability to provide comprehensive learning experiences for students who are identified by the petitioner as academically low-achieving. (Education Code 47605)
2. ~~The Board of Education may initially grant a charter for a specified term not to exceed five years. (Education Code 47607)~~
- ~~3.~~2. The Board of Education shall ~~ensure~~ verify that any approved charter ~~granted by the Board~~ contains adequate processes and measures for holding the school accountable for complying with applicable law, including Education Code 47604.1, and for fulfilling the terms of its charter. These shall include, but not be limited to, fiscal accountability systems, multiple measures for evaluating the educational program, including student outcomes aligned with state priorities as described in Education Code 52060, and regular reports to the Board.
- ~~4.~~3. The Board may approve one or more memoranda of understanding to clarify the financial and operational agreements between the District and the charter school. Any such memorandum of understanding shall be annually reviewed by the Board and charter school governing body and amended as necessary.
- ~~4.~~ The Board of Education may initially grant a charter for a specified term not to exceed five years. (Education Code 47607)
5. It shall be the responsibility of the petitioners to provide written notice of the Board's approval and a copy of the charter to the County Superintendent of Schools, the CDE, and the State Board of Education (SBE). (Education Code 47605)



Philosophy — Goals - Objectives and Comprehensive Plans

Charter Schools Authorization

C. Denial of Petition

The Board shall deny any petition ~~that: to authorize the conversion of a private school to a charter school. The Board shall also deny any petition for a charter that proposes to serve students in a grade level not offered by the District unless the petition proposes to serve students in all the grade levels served by the District. (Education Code 47602, 47605)~~

1. Proposes to operate a charter school as or by a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Education Code 47604)
2. Authorizes the conversion of a private school to a charter school. (Education Code 47602)
3. Proposes to serve students in a grade level that is not served by the district, unless the petition proposes to serve students in all the grade levels served by the district. (Education Code 47605)

Any other charter petition shall be denied only if the Board ~~presented~~ makes written factual findings specific to the petition that one or more of the following conditions exist. (Education Code 47605)

1. The charter school presents an unsound educational program for the students 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.
4. The petition does not contain an affirmation of each of the conditions described in Education Code 47605(d).
5. The petition does not contain reasonably comprehensive descriptions of the charter provisions in Education Code 47605(b).
6. The petition does not contain a declaration as to whether or not the charter school shall be deemed the exclusive public school employer of the school's employees

Philosophy — Goals - Objectives and Comprehensive Plans

Charter Schools Authorization

for purposes of collective bargaining pursuant to Government Code 3540-3549.3.

The Board shall not deny a petition based on the actual or potential costs of serving students with disabilities, nor shall it deny a petition solely because the charter school might enroll disabled students who reside outside the special education local plan area in which the District participates. (Education Code 47605.7, 47647)

If the Board denies a petition, the petitioners may choose to submit the petition to the County Board of Education and, if then denied by the County Board, to the SBE. (Education Code 47605)

Legal References: Education Code, Sections 200; 220; 17078.52-17078.66, 17280-17317; 17365-17374; ~~33126~~; 32282; 33126; 41365; 42238.51-42238.2; 44237; 44830.1; 45122.1; 46201; 47600-47616.7; 47640-47647; 47650-47652; 49011; 51745-51749.6; 52052; 52060-52077; 56026; 56145-56146  
Corporations Code, Sections 5110-6910  
Government Code, Sections 1090-1099; 3540-3549.3; 6250-6270; 54950-54963; 81000-91014  
Code of Regulations, Title 5, Sections 11700.1-11705; 11960-11968.5.5  
~~Code of Regulations, Title 24, Part 2 California Building Standards Code~~  
United States Code, Title 20, Sections 7223-7225  
Court Decisions: Ridgecrest Charter School v. Sierra Sands Unified School District, 2005 (2005), 130 Cal App 4<sup>th</sup> 986  
Attorney General Opinions: 89 Ops Cal Atty Gen 166 (2006), 80 Ops Cal Atty Gen 52 (1997), 78 Ops Cal Atty Gen 297 (1995)

Policy Adopted: 06/27/2000

Policy Amended: 06/22/2010; 08/18/2015; 02/16/2016; 08/14/2018; --/--/2019

(Formerly BP 6138)

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

INFORMATION REPORT NO. 5

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

PREPARED IN: Public Information/Administrative Services Office

SUBJECT: **Back to School and Open House Schedules for 2019–2020**

---

This report informs the Board of Education of the Back to School and Open House schedules for all the schools in the District for the 2019-2020 school year. Due to specific needs, there is a possibility that a change in dates may be necessary. The Board of Education and the public will be informed of any changes.

<u>School</u>	<u>Back to School Night</u>	<u>Open House</u>
<b><u>HIGH SCHOOLS</u></b>		
Clark Magnet High	Thursday, August 29	Saturday, January 25
Crescenta Valley High	Thursday, August 29	Thursday, March 26
Daily High/ Verdugo Academy	Thursday, September 12	Thursday, April 30
Glendale High	Thursday, August 29	Thursday, April 2
Hoover High	Thursday, September 5	Thursday, February 20
<b><u>MIDDLE SCHOOLS</u></b>		
Roosevelt	Thursday, September 12	Thursday, April 30
Rosemont	Thursday, September 5	Thursday, March 12
Toll	Thursday, September 12	Thursday, March 12
Wilson	Thursday, September 5	Thursday, March 5
<b><u>ELEMENTARY SCHOOLS</u></b>		
Balboa	Tuesday, August 27	Thursday, April 16
Cerritos	Thursday, August 22	Thursday, March 12
Columbus	Thursday, August 29	Thursday, March 26
Dunsmore	Thursday, August 22	Thursday, May 7
Edison	Thursday, September 5	Thursday, April 16
Franklin	Thursday, September 26	Thursday, April 16
Fremont	Tuesday, August 27	Thursday, May 21
Glenoaks	Thursday, August 22	Thursday, May 21

<b><u>School</u></b>	<b><u>Back to School Night</u></b>	<b><u>Open House</u></b>
Jefferson	Thursday, August 29	Thursday, May 7
Keppel	Thursday, August 29	Thursday, April 30
La Crescenta	Thursday, September 12	Thursday, May 21
Lincoln	Thursday, September 12	Thursday, May 21
Mann	Tuesday, August 27	Thursday, May 21
Marshall	Wednesday, August 28	Wednesday, May 20
Monte Vista	Wednesday, August 28	Thursday, May 21
Mountain Avenue	Wednesday, August 28	Thursday, May 14
Muir	Tuesday, August 26	Thursday, May 14
Valley View	Thursday, September 12	Thursday, May 14
Verdugo Woodlands	Wednesday, September 4	Thursday, May 21
R.D. White	Thursday, September 12	Thursday, May 14
College View	Thursday, September 5	Thursday, April 9
Cloud Pre-School EEELP	Thursday, September 19	Thursday, April 30
Cloud Pre-School Special Education	Thursday, September 19	Thursday, April 30

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

INFORMATION REPORT NO. 6

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

PREPARED IN: Office of the Superintendent

SUBJECT: **Board of Education School Site Assignments for 2019-2020**

Each year, members of the Board of Education are assigned to various schools. The following is a list of the school visitation assignments for 2019-2020.

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

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

INFORMATION REPORT NO. 7

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

PREPARED IN: Office of the Superintendent

SUBJECT: Board of Education – District Related Committee, Organization, and  
Legislative Assignments

---

Each year, the Board President assigns Board members to various committees and other representative functions. Attached is the final list of board assignments, which will be in effect through April 2020.

## BOARD OF EDUCATION 2019-2020

<b>DISTRICT-RELATED COMMITTEE &amp; ORGANIZATION ASSIGNMENTS</b>	<b>Jennifer Freemon</b>	<b>Dr. Armina Gharpetian</b>	<b>Shant Sahakian</b>	<b>Nayiri Nahabedian</b>	<b>Greg Krikorian</b>
<b>Supt's Facility Advisory Committee</b>		X			X
<b>California School Boards Association-Delegate Assembly (elected position)</b>	X				X
<b>California Suburban School Districts (CALSSD)</b>	X			X	
<b>City-GUSD: 2nd Thursday</b> of alternate months with the GCLR, 4:00 p.m., (Alternate City & GUSD locations) (even months, beginning in February)	X	X			
<b>Five-Star Education Coalition</b> – 4 <sup>th</sup> Friday of month, 9 a.m., location TBD	X	X			
<b>Glendale Civic Leaders Roundtable (GCLR):</b> 2 <sup>nd</sup> Monday of every other month starting in January, 4:00 p.m., Supt. Conf. Room (odd months)	X	X			
<b>CV/Montrose Civic Leaders Roundtable (CCLR)</b>	X	X			
<b>Glendale Educational Foundation Board Liaison</b>		X			X
<b>LCAP Committee</b>	Rotate Meetings				
<b>Legislative Rep.- Supervisor Kathryn Barger (5<sup>th</sup> district)</b>		X			
<b>Legislative Rep. – Senator Anthony Portantino</b>					X
<b>Legislative Rep. – Assemblymember Laura Friedman</b>				X	
<b>Legislative Rep. – Congressman Adam Schiff (29<sup>th</sup> District)</b>			X		
<b>Los Angeles County School Trustees Association (LACSTA) Voting Representative</b> – elected by the Board				X	
<b>Los Angeles County Committee on School District Organization</b>			X		
<b>Student Advisory Council – Liaison</b>	X				
<b>Verdugo Workforce Investment Board (WIB) (WIA)</b>		X	X		
<b>World Languages Advisory Committee</b>			X	X	

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

INFORMATION REPORT NO. 8

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

SUBJECT: **Adoption of District Budget for 2019-20 (Refer to Action Report No. 1)**

---

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

The 2019-20 Budget provides an initial expenditure plan for District’s instructional and operational programs. The Budget will be revised, as needed, to address changes in priorities. It will also be adjusted to reflect the final State Budget and any additional funding or expenditure changes imposed by the State or Federal governments. Until then, the 2019-20 Adopted Budget is based on the Governor’s May Revised Budget Proposal.

**2019-20 Primary Budget Components and Multi-Year Budget Assumptions**

- The net impact of COLA, UPP and ADA changes, results in projected net revenue increases of \$5.6 million in 2019-20 and \$4.1 million in 2020-21.
- The District’s net increase of LCFF per Average Daily Attendance (ADA) in 2019-20 is \$305, in 2020-21 is \$281, and in 2021-22 is \$279.
- 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 19.01% to 18.10%. The current 2018-19 CalSTRS rate of 16.28% up to 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 decreased the cost increase by \$490,000 for GUSD.
- The District’s estimated Unduplicated Pupil Percentage (UPP) for 2019-20 supplemental and concentration funding has decreased from 56.83%, in Second Interim (December 2018), to 54.74%, and it is estimated at 54.29% for 2020-21.



GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

INFORMATION REPORT NO. 8

Page 2

- Lottery revenue is estimated to be \$151 per ADA for unrestricted purposes and \$53 for restricted purposes. These rates are the same as 2018-19.
- The District's multi-year enrollment is projected to decrease 277 students in 2019-20 based on agreed upon assumption of 1% decrease, and stay flat in 2020-21. However, this assumption must be reviewed each year.
- The Proposed Budget reflects categorical COLA's at 3.26% for 2019-20 and 3.00% for 2020-21.
- The workers compensation rate was at 2.232% in 2018-19 and it is budgeted at 1.94% for 2019-20 and 2020-21.
- Health and Welfare 2019-20 (only) projected increase reduced from 8% to 3.6% for a total reduction to the cost increase of \$924,771. It should be noted that if GUSD continues its 2019-20 Health and Welfare Plan with Blue Shield, there is possible additional reduction in cost increase. However, Health and Welfare projected increase is estimated at 8% for the future years.

#

The 2018-19 Unrestricted General Fund Unassigned Balance is projected to be approximately \$20 million, which is 6.79% of the total General Fund Expenditure Budget. This reflects a net adjustment to the ending balance, resulting from the net change between income and expense.

It is important to note that the 2018-19 Ending Fund Balance will shift again at year end closing. The Ending Fund Balance will increase to reflect carry over funds from categorical programs and school site budgets. Supplemental carry over funds will be provided to the school sites to be used. However, Unrestricted General Fund site carry over will be swept for the Fiscal Stabilization Plan.

### **Maintain District Solvency and Financial Stabilization Plan**

In the 2018-19 June Budget Adoption, there were expenditure reductions for District's Fiscal Stabilization 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. Now GUSD must begin to focus on a budget reduction for the 2020-21 fiscal year of at least another \$5.0 million.

### **Conclusion**

The projection supports that the District **will only be able to meet its financial obligations for the current and two subsequent years with a significant expenditure reduction plan of \$5.0 million in 2019-20 and \$5.0 million in 2020-21, for a total of \$10 million.** 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 2021-22, and additional reductions would be required.

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

- Health and welfare contributions are increasing
- Contributions to restricted programs continue to increase
- Budget 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 (CalSTRS and CalPERS)
  - Special Education program costs

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 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, and Facilities

SUBJECT: **Update on Portable Building at Stengel Field**

---

This agenda item is in support of Board Priority No. 2 – Create a Culture of Learning. This Information Report is being provided as a follow-up to the Information Report and discussion on this topic at the November 5, 2018 Board Meeting.

For several years the topic of adding portable buildings at Stengel Field for the baseball program has been requested and discussed, but never fully planned out and authorized with funding.

On Monday, April 22, 2019, Dr. Kelly King, Interim Superintendent; Mr. Steve Dickinson, Chief Business and Financial Officer; Mr. Felix Melendez, Executive Director, Secondary Education; and Mr. Hagop Kassabian, Administrator: Planning and Development; met at Stengel Ballfield with Glendale Community College (GCC) Executive Management staff to discuss the projected plans to install new modular buildings at the site. These modular buildings would be for a changing area/locker room, team meetings, and snack bar with electric utility for the GCC and Crescenta Valley High School (CVHS) baseball teams. This would not include restrooms, water, sewer, or plumbing.

Three preferred locations were identified, as shown on the attached site plan, which each location able to accommodate 24-foot x 40-foot modular building. One location (adjacent to the third base line) for CVHS and two possible locations (one adjacent to the first base line and the other on the north end of the field in the current open asphalt area) for GCC. Ultimately, GCC will select one location to place a modular building. It is worth noting that accessibility and placement of the modular at location 3 will be challenging since the unit will not be feasible to crane in and the unit will need to be delivered to the site via the field. Field protection is of the essence and necessary steps are essential and possible to protect the natural turf and baseball diamond while delivering the modular building on a semi-truck. This needs to be further studied and discussed with the delivery company and installation contractor.

On May 30, 2019, District administrators met with City of Glendale Community Services and Parks Department administrative staff to discuss future joint use projects between GUSD and the City. Attendees discussed various potential projects, including the Verdugo Woodlands Elementary School utility project and easement, Glendale High School tennis courts, Pacific

Community Center rehabilitation, Cerritos Elementary School multi-purpose field, Wilson Middle School multi-purpose field, and Stengel Field.

The City indicated they are very interested in pursuing these projects and they are currently finalizing the GUSD/City Joint Use Agreements with the City Attorney’s office. However, the current Stengel Field GUSD/City Joint Use Agreement or Memorandum of Understanding (MOU) allows the placement of modular buildings at Stengel Field and City staff reiterated that agreement. The placement of the buildings need to maintain appropriate clearances for fire apparatus access road turnaround, emergency egress, and handicap accessibility. A complete set of engineered plans will be required for City Building & Safety submittal for review, approvals, and issuance of permits.

Currently the District does not have any 24-foot x 40-foot modular buildings in their possession. However, Planning and Development staff has reached out to Long Beach Unified School District and have confirmed they have portable buildings that will be available in the summer for GUSD to purchase at a nominal cost.

The estimated costs associated with the project is listed below:

Item	Purchase 24'x40' Building
Move and set up purchased 24' x 40' portable	\$10,000
Ramps and steps	\$20,000 - \$30,000
Site work	\$45,000 - \$75,000
City fees/permits	\$5,000 - \$10,000
Architect and engineering costs	\$40,000 - \$50,000
Contingency	\$15,000
<b>Total Estimated Cost</b>	<b>\$135,000 - \$190,000</b>

If approved by the Board, this project would be funded by General Fund – Maintenance funds, while GCC will be funding their own building and all associated fees as listed above. Once approval is obtained from the Board, this project could be completed within six months of securing the purchase of a 24' x 40' building.

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

INFORMATION REPORT NO. 10

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)
  - The Committee discussed the Glendale High School Aquatic Center project
  - Members walked the Marshall Elementary School site to discuss their needs
2. Items on this Agenda
  - Approval of Amendment No. 3 to Independent Consultant Agreement No. 415 with Premier Inspection Services, Inc. for DSA Inspection Services for Installation of Solar Photovoltaic Systems at Hoover and Glendale High Schools

#

On July 18, 2017, the Board approved Independent Consultant Agreement No. 415 with Premier Inspection Services, Inc. (La Cañada) in the amount of \$35,100.00, which was listed in the Purchase Order report. On January 15, 2019, the Board approved Amendment No. 1 to ICA No. 415, as listed in the Purchase Order report, in the amount of \$11,437.50. On March 12, 2019, the Board approved Amendment No. 2 to this agreement in the amount of \$13,500.

Amendment No. 3 in the amount of \$10,070 accounts for additional inspection time required to complete the project based on the final construction schedule. This Amendment increases the total agreement to \$68,107.50. This agreement represents 0.69% of the total construction cost.

This project is funded by Clean Renewable Energy Bonds (CREBs) funds.

- Approval to Piggyback on the Pajaro Valley Unified School District Bid No. B-17-28-11-000-9291 Awarded to Mobile Modular Management Corporation for the Purchase and Installation of a Modular Restroom Building for Monte Vista Elementary School

This agenda item is in support of Board Priority #2 - Create a Culture of Learning and ensure safety of our students and staff. On May 7, 2019, the Board approved a project and budget allocation for the Monte Vista Elementary School Modular Restroom Building Project. On May 21, 2019, the Board approved the purchase of a modular restroom building from SKC Company.

Following the Board's approval for the purchase of the building, Planning & Development staff began working with SKC Company to obtain PC approved plans for the restroom building. Staff determined that SKC Company would be unable to deliver plans within the District's scheduled deadlines, and a different vendor would have to be secured in order to meet the required timeframe.

Procurement and Contract Services staff is recommending an approval to piggyback on the Pajaro Valley Unified School District Bid No. B-17-28-11-000-9291, awarded to Mobile Modular Management Corporation, for the purchase and installation of the modular restroom building. Pursuant to California Public Contract 20118, the Governing Board may authorized the purchase of equipment or supplies by "piggybacking" on a competitive bid awarded by other school districts or public agencies.

The total cost for the purchase of the modular restroom is \$98,722.61, which includes delivery and installation. This project is funded by Developer Fees Funds.

### 3. Update on Glendale High School Aquatic Center Project

- Three contractors submitted proposals on May 30, 2019. The proposals were as follows:
  - Neff Construction - \$13,673,676
  - Balfour Beatty - \$14,248,345
  - The Nazarian Group - \$14,444,123

District Staff along with a representative from SFAC and the consultant, tBP Architecture, held contractor interviews on May 31, 2019. All three proposals are within 5% of each other; however, they all exceed the allocated budget for the project. Staff has reviewed these proposals and will provide the Board with an update at the Board meeting regarding different value engineering and cost reduction options that are being considered for the selection of a contractor and moving forward with the project.

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 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: Karineh Savarani, Director, Financial Services  
Craig Larimer, Financial Analyst

**SUBJECT: Adoption of District Budget for 2019-20**

---

The Interim Superintendent recommends that the Board of Education adopt the District's 2019-20 Budget as presented.

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

The 2019-20 Budget provides an initial expenditure plan for District's instructional and operational programs. The Budget will be revised, as needed, to address changes in priorities. It will also be adjusted to reflect the final State Budget and any additional funding or expenditure changes imposed by the State or Federal governments. Until then, the 2019-20 Adopted Budget is based on the Governor's May Revised Budget Proposal.

**2019-20 Primary Budget Components and Multi-Year Budget Assumptions**

- The net impact of COLA, UPP and ADA changes, results in projected net revenue increases of \$5.6 million in 2019-20 and \$4.1 million in 2020-21.
- The District's net increase of LCFF per Average Daily Attendance (ADA) in 2019-20 is \$305, in 2020-21 is \$281, and in 2021-22 is \$279.
- 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 19.01% to 18.10%. The current 2018-19 CalSTRS rate of 16.28% up to 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 decreased the cost increase by \$490,000 for GUSD.
- The District's estimated Unduplicated Pupil Percentage (UPP) for 2019-20 supplemental and concentration funding has decreased from 56.83%, in Second Interim (December 2018), to 54.74%, and it is estimated at 54.29% for 2020-21.

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

ACTION REPORT NO. 1

Page 2#

- Lottery revenue is estimated to be \$151 per ADA for unrestricted purposes and \$53 for restricted purposes. These rates are the same as 2018-19.
- The District's multi-year enrollment is projected to decrease 277 students in 2019-20 based on agreed upon assumption of 1% decrease, and stay flat in 2020-21. However, this assumption must be reviewed each year.
- The Proposed Budget reflects categorical COLA's at 3.26% for 2019-20 and 3.00% for 2020-21.
- The workers compensation rate was at 2.232% in 2018-19 and it is budgeted at 1.94% for 2019-20 and 2020-21.
- Health and Welfare 2019-20 (only) projected increase reduced from 8% to 3.6% for a total reduction to the cost increase of \$924,771. It should be noted that if GUSD continues its 2019-20 Health and Welfare Plan with Blue Shield, there is possible additional reduction in cost increase. However, Health and Welfare projected increase is estimated at 8% for the future years.

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

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

**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:

<b>Description</b>	<b>Unrestricted</b>	<b>Restricted</b>	<b>Combined</b>
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
<b>TOTAL</b>	<b>\$ 249,357,134</b>	<b>\$ 44,663,256</b>	<b>\$ 294,020,390</b>



GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

ACTION REPORT NO. 1

Page 3#

**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 85.72% of the total General Fund budget.

<b>Description</b>	<b>Unrestricted</b>	<b>Restricted</b>	<b>Combined</b>
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)	1,570,059	546,000
<b>TOTAL</b>	<b>\$ 213,124,400</b>	<b>\$ 85,189,389</b>	<b>\$ 298,313,789</b>

**Unrestricted General Fund 2019-20 Adopted Budget Projected Fund Balance**

Projected Beginning Balance 07/01/19		\$36,767,814
2019-20 Revenues	\$249,357,134	
2019-20 Other Financing Sources/Uses	(\$44,081,421)	
2019-20 Expenditures	<u>(\$213,124,400)</u>	
Surplus/(Deficit)		<u>(\$7,848,687)</u>
2019-20 Adopted Ending Fund Balance		\$28,919,127
Components of Fund Balance:		
Revolving Cash Reserve	\$70,000	
Stores	\$80,096	
Economic Uncertainties 3% Reserve	\$9,064,697	
Reserve for Future LACOE System Charges	\$560,000	
Reserve for MAA/Regular Carry Over/Board Election	<u>\$4,675,641</u>	
Subtotal of Components		<u>\$14,450,434</u>
Projected Unassigned Balance 6/30/20		\$14,468,693

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

ACTION REPORT NO. 1

Page 4#

In addition to the Budget Adoption Financial Report, districts are required to furnish a narrative for each fund, a cash flow analysis, criteria and standards review, and a report of Average Daily Attendance (ADA). The financial information and certification form included with this report indicates that **the District will be able to meet its financial obligations for 2019-20, 2020-21, and 2021-22**, only with a significant Fiscal Stabilization Plan of \$5.0 million in 2019-20 and \$5.0 million in 2020-21, for a total of \$10 million.

The 2018-19 Unrestricted General Fund Unassigned Balance is projected to be approximately \$20 million, which is 6.79% of the total General Fund Expenditure Budget. This reflects a net adjustment to the ending balance, resulting from the net change between income and expense.

It is important to note that the 2018-19 Ending Fund Balance will shift again at year end closing. The Ending Fund Balance will increase to reflect carry over funds from categorical programs and school site budgets. Supplemental carry over funds will be provided to the school sites to be used. However, Unrestricted General Fund site carry over will be swept for the Fiscal Stabilization Plan.

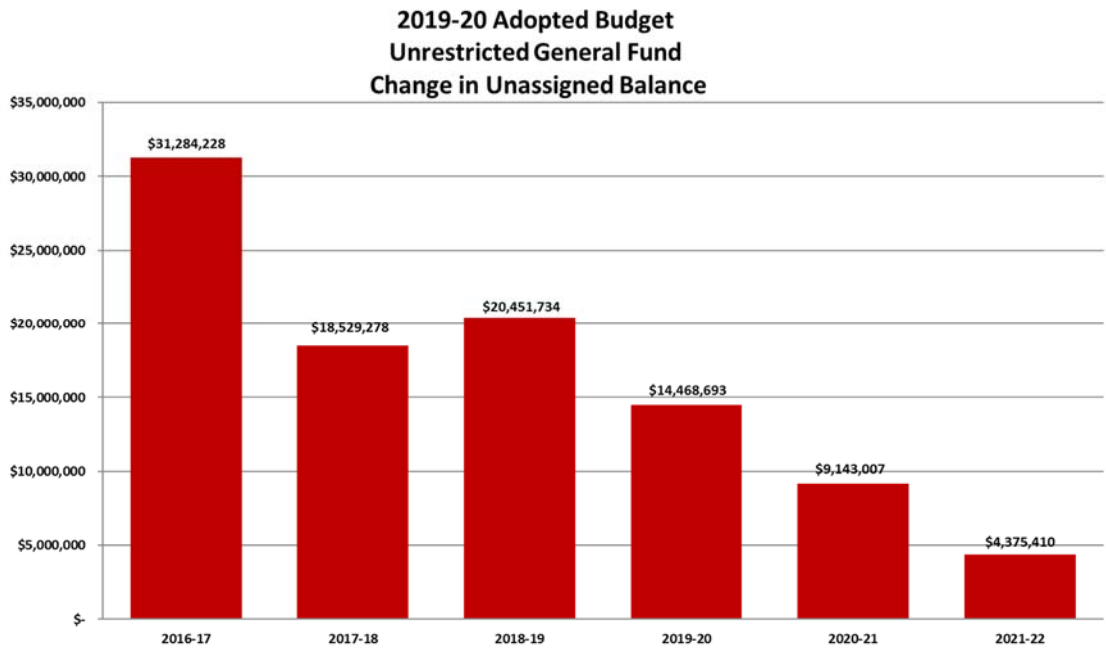
**Maintain District Solvency and Financial Stabilization Plan**

In the 2018-19 June Budget Adoption, there were expenditure reductions for District's Fiscal Stabilization 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. Now GUSD must begin to focus on a budget reduction for the 2020-21 fiscal year of at least another \$5.0 million.

Attachment I 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.

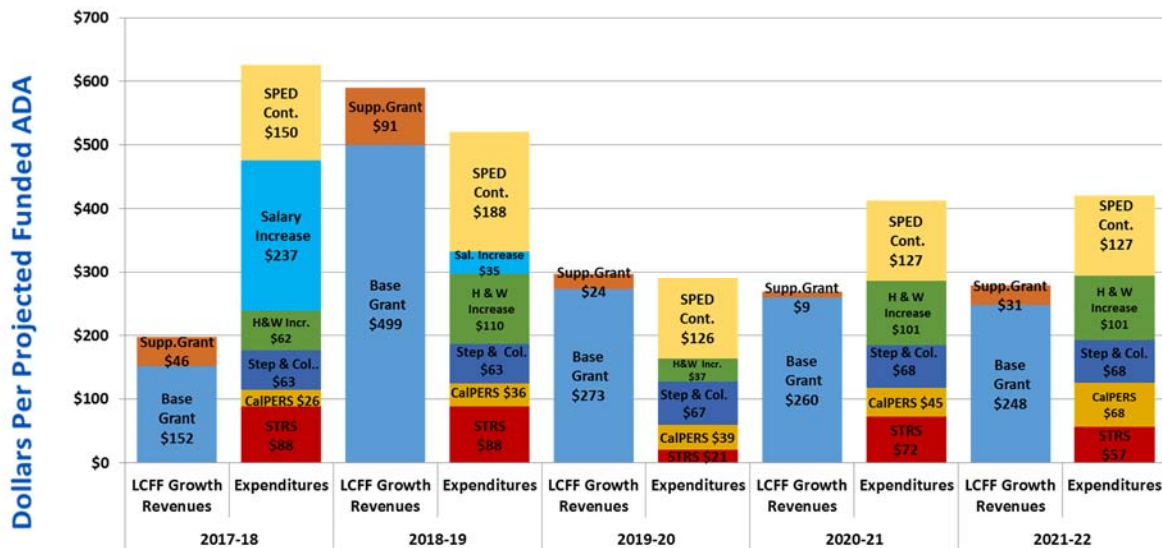
**Cautions and Challenges**

- 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 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 Gap 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 with the exception of 2018-19, base gap 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 greater. These spending deficits add to our already growing structural deficit, which will need to be rectified.

**GUSD LCFF Increased Revenues Have Automatic Increased Obligations  
Unrestricted General Fund**



**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 H for presentation in the public hearing by the Board of Education.

## **OTHER FUNDS NARRATIVE**

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

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

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

General Child Care and Development Programs, and State Preschool Programs. This fund operates on an independent basis and does not encroach on the Unrestricted General Fund. Consistent with the January Budget, the May Revision provides no district early child hood investments for LEAs. The Child Development Fund (12.0) began the fiscal year 2018-19 with a balance of \$298,503.

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

The source of revenue for this fund is based solely on meal sales. The revenue is received on a per meal basis from the State and Federal programs as well as student payments. The State funding for this program was reduced in 2007-08, 2008-09, 2009-10, and remains relatively flat for 2012-13 to 2019-20. This budget includes indirect cost charges of approximately \$290,000 that will be transferred to the Unrestricted General Fund for services performed by several administrative staff. This fund operates on an independent basis and does not directly encroach on the Unrestricted General Fund.

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

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

All projects previously listed as Deferred Maintenance will be charged to the Capital Projects Fund (40.1), and the Measure S Bond Fund (21.1). The fund balance has been earmarked for future year textbook purchases.

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

This is the Measure S Bond Fund and is utilized to track expenditures related to the bond projects. The first issuance of the bond series in the amount of \$54 million occurred in August 2011. Another \$70 million was issued in August 2014, \$6.5 million of the proceeds from the sale of the bonds was utilized in 2014-15 to pay off the remaining balance of Certificates of Participation (COPs). Another \$70 million General Obligation Bonds Series C was issued in August 2016. A \$38 million General Obligation Bonds Series D was issued in September 2018. Funds for capital

## GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

ACTION REPORT NO. 1

Page 8#

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

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

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

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

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

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

### **Developer Fee Fund (25.0)**

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

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

ACTION REPORT NO. 1

Page 9#

2016-17, \$1.25 million was transferred to the Measure S Project Fund (21.1) for R.D.White Elementary School, \$1.0 million for Glendale High School, and \$0.7 million for Dunsmore Elementary School ORG Projects. In 2017-18, \$1.7 million was transferred to Measure S Project Fund (21.1) for Dunsmore Elementary School ORG Project. In 2018-19, \$850,000 was transferred to Fund 40.1 for the Cloud Preschool Portables Project.

**State Building Fund (35.0)**

This fund was established to account for revenue and expenditure associated with the renovations, modernization, and new construction projects partially funded from the State bond funds. In 2009-10 and 2010-11, the State Allocation Board approved the disbursement of funds for Glendale High School project and Crescenta Valley High School appeal, Columbus Elementary School Project, Hoover High School Project, and Roosevelt Middle School Project. These funds were transferred to Capital Projects Fund (40.1). In 2012-13 \$4.3 million was received and transferred to the Measure S Project Fund (21.1) for the Keppel Elementary School ORG Project. In 2015-16, \$35.6 million was transferred to Measure S Project Fund (21.1) for Fremont, Jefferson, La Crescenta, Lincoln, Muir Elementary Schools, and Glendale and Hoover High Schools. In 2016-17, \$145,179 was transferred from this fund to Measure S Project Fund (21.1). In 2018-19, \$2.5 million was transferred from this fund to Fund 40.1 as a refund from State ORG funds for the Roosevelt Middle School ORG Project.

**Capital Projects Fund (40.1)**

In 2009-10 and 2010-11, funds were received from the State Allocation Board and deposited into Fund 35 and then transferred to Fund 40.1. In 2009-10, 2010-11, and 2011-12 this fund was utilized to assist with the construction payments for the Roosevelt Middle School, Glendale High School, and other projects. This is the fund that was utilized for Measure S construction projects in 2011-12, as a bridge until G.O. bond funds became available. In 2012-13 \$4.4 million was transferred to the Measure S Project Fund (21.1) for the Hoover High School Project, and in 2013-14 \$11.5 million was transferred to the Measure S Project Fund (21.1) for general support. In 2015-16, \$0.65 million was transferred from Developer Fee Fund (25.0) for Cloud Preschool capital projects, and \$1.25 million was transferred from Restricted General Fund. An estimated \$3.0 million will be transferred from Restricted General Fund for Redevelopment Project Areas. Proposition 39 funds are being spent on energy efficiency projects in the District. In 2018-19, \$850,000 was transferred in from Fund 25.0 for the Cloud Preschool Portables Project. In 2018-19, \$2.5 million was transferred in from Fund 35.0 for the Roosevelt Middle School ORG Project.

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

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

**Debt Service Fund (56.0)**

The only revenue source in this fund is interest income. This fund was to be utilized to repay the Certificates of Participation (COPs), the annual payment was approximately \$1.3 million.

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

ACTION REPORT NO. 1

Page 10#

Given Measure S paid off this loan, this reserve can now be utilized by the District for major “one-time” expenditures, i.e. new textbook adoptions. In 2015-16 and 2016-17 school years, a solvency transfer of \$1.4 million and \$1.5 million, respectively, was utilized to continue funding the Common Core State Standards with curriculum development. In 2017-18, a transfer of \$1.2 million to the General Fund was made to support textbook adoption purchases. The balance in this fund will continue to be used for textbook purchases.

**Self Insured Health Insurance (67.0)**

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

**Workers Compensation Fund (67.1)**

This fund was established solely for the purpose of accounting for expenditures related to the workers compensation program. The ASCIP rate for “dollar one” coverage in 2018-19 is 1.94% of salaries.

The expenditures will include the payment to ASCIP for 2018-19 coverage, expenditures related to claims that occurred prior to 2005-06, consultant expenses for claims management, and other related expenses.

**Early Retirement Benefits Fund (67.2)**

This fund was established to set aside funds for the GASB 45 liability. In 2014-15 the calculated rate was 1.684%. However, to effectively transfer reserves from Early Retirement Benefits Fund (67.2) to the Unrestricted General Fund the rate was lowered, resulting in a transfer of \$1.6 million in 2013-14 and \$2.4 million in 2014-15 of the fund reserves. The rates were decreased to 0.909% and 0.094%, respectively. In 2015-16 the rate was 1.344% with no decrease. In 2016-17 the rate was 1.298% with no decrease. The rate has remained the same for 2017-18 and 2018-19, 1.298%.

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

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



GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

ACTION REPORT NO. 1

Page 11#

**2018-19 Estimated Actuals Revenue/2019-20 Adopted Budget Comparison**

Funds	2018-19 Estimated Actuals	2019-20 Adopted Budget	Variance
Restricted and Unrestricted General Fund - 01.0	\$ 302,239,782.00	\$ 294,020,390.00	\$ (8,219,392.00)
Special Education Pass-Through Fund - 10.0	4,910,882.00	4,910,882.00	0.00
Child Development Fund - 12.0	4,110,806.00	3,847,309.00	(263,497.00)
Nutrition Services Fund - 13.0	9,691,560.00	9,394,900.00	(296,660.00)
Deferred Maintenance Fund - 14.0	108,000.00	108,650.00	650.00
Measure S Building Fund - 21.1	1,000,000.00	1,100,000.00	100,000.00
Clean Renewable Energy Bond Fund - 21.2	0.00	0.00	0.00
Developer Fee Fund - 25.0	1,200,000.00	1,211,000.00	11,000.00
Capital Projects Funds - County Schools Facilities Fund - 35.0	2,474,165.00	0.00	(2,474,165.00)
Capital Projects Fund - 40.1	1,824,098.00	1,543,612.00	(280,486.00)
Capital Projects Nutrition Services Fund - 40.2	20,000.00	24,000.00	4,000.00
Bond Interest and Redemption Fund (County Administered) - 51.	18,069,399.00	18,069,399.00	0.00
Debt Service Fund - 56.0	200,000.00	240,000.00	40,000.00
Health and Welfare Fund - 67.0	8,997,000.00	9,007,600.00	10,600.00
Workers Compensation Fund - 67.1	4,351,824.00	3,585,500.00	(766,324.00)
Early Retirement Benefits Fund - 67.2	2,356,369.00	2,477,635.00	121,266.00
Mc Lennan and Other Scholarships Trust Fund - 73.0	5,935.00	9,600.00	3,665.00
<b>Total</b>	<b>\$ 361,559,820.00</b>	<b>\$ 349,550,477.00</b>	<b>\$ (12,009,343.00)</b>

**Conclusion**

The projection supports that the District **will only be able to meet its financial obligations for the current and two subsequent years with a significant expenditure reduction plan of \$5.0 million in 2019-20 and \$5.0 million in 2020-21, for a total of \$10 million.** 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 2021-22, and additional reductions would be required.

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

- Health and welfare contributions are increasing
- Contributions to restricted programs continue to increase
- Budget 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 (CalSTRS and CalPERS)
  - Special Education program costs

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

ACTION REPORT NO. 1

Page 12#

Reference Materials

The following supplemental materials are provided for reference:

- Multi-Year Budget Assumptions – Attachment A
- Tentative Board of Education Priorities for 2018-19 – Attachment B
- Tentative Principles for Guiding Budgetary Decisions – Attachment C
- Staffing Ratios – Attachment D
- CBEDS/CALPADS Based Enrollment History – Attachment E
- Proposed Budget Adjustment Impact on Unrestricted General Fund Balance – Attachment F
- Long-Range Financial Projection – Attachment G
- Reserve exceeding minimum Reserve for Economic Uncertainties – Attachment H
- Fiscal Stabilization Plan – Budget Savings – Attachment I
- Fund Fiscal Projections – Attachment J (Provided under separate cover)
- District Budget and Certification – Attachment K (Provided under separate cover)#

#

**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
<b>Local Control Funding Formula</b>					
- 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
<b>- Factors Utilized In Revenue Calculations</b>					
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
<b>EMPLOYEE BENEFITS</b>					
- 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

## **BOARD PRIORITIES**

1. Maximize Student Achievement
2. Create a Culture of Learning
3. Increase Engagement
4. Maintain District Solvency & Financial Responsibility

## Principles for Guiding Future Budgetary Decisions

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

2019-20 BUDGET ALLOCATIONS AND STAFFING FORMULAS

ATTACHMENT D  
6/18/2019

Description	Elementary Schools	Middle Schools	High Schools
<b>Teacher Staffing Ratios</b> (students to teachers)			
Grades TK - K	24.0 : 1 *	n/a	n/a
Grades 1 - 3	24.0 : 1 *	n/a	n/a
Grades 4 - 6	31.9 : 1	n/a	n/a
Grades 7-8 = Ratio and 1 FTE cut per 1000 pupils	n/a	33.3 : 1	n/a
Grades 9-12 = Ratio and 1 FTE cut per 1000 pupils	n/a	n/a	34.3 : 1
<i>* Ratios may be reduced further with categorical funding if available.</i>			
<b>Counselor Staffing Ratio</b> (students to counselors)			
	n/a	500:1	500:1
<b>Elementary Music Teachers</b>			
	5.2	n/a	n/a
<b>Library Technicians</b> (resource 00000.0, excludes supplemental program)			
	n/a	0.75 FTE per school	n/a
<b>School Site Administrative Support</b>			
School Site Principals, Elementary, MS & HS	1 Per School	1 Per School	1 Per School
Asst. Principals, Elementary	700 : 0.5, 800:1	n/a	n/a
Assistant Principals - MS	n/a	750 : 1	n/a
Associate & Assistant Principals -HS	n/a	n/a	700 : 1
<b>School Site Clerical Support</b> (students to clerical support)			
Administrative Secretary (1 per principal)	1	1	1
Elementary Clerks (1 FTE Minimum)	600:1	n/a	n/a
Secondary Clerks = Ratio and 1 FTE cut per school	n/a	300:1	300:1
Plus ASB Support	n/a	1 FTE per school	1 FTE per school
Plus Counseling Support	n/a	1 FTE per school	1 to 2 FTE per school
<b>Clerical Substitutes</b>			
	HR Administered Central Account	\$795 per Unrest. Clerk FTE	\$795 per Unrest. Clerk FTE
<b>Custodial Staff</b> (students to custodial support)			
Custodial Supervisor	n/a	n/a	1
Lead Custodian	n/a	1	1
Custodian II	1	1	n/a
Custodian I	520:1	390:1	390:1
	+0.5 FTE per campus	+0.5 FTE per campus	+1 for large campus
		+1.5 for gym and locker rooms	+2.5 for gyms, locker rooms and swimming pool
<b>Custodial Overtime</b>			
	\$ 1 per student	\$ 1 per student	\$ 1 per student
<b>Custodial Supplies</b>			
	\$10 per student	\$10 per student	\$10 per student
<b>Pool Supplies (Central FASO Account)</b>			
	n/a	n/a	\$27,000 per year
<b>Instructional Material Support</b>			
	\$31.50 per student	\$47.00 per student	\$49.00 per student
<b>Summer School Supplies</b>			
	n/a	\$3 per summer student	\$3 per summer student
<b>Secondary Security Allocations</b>			
	n/a	\$24.00 per student	\$24.00 per student
		\$2,000 for summer school	\$8,300 for summer school
		\$300 for graduation	\$300 for graduation
		\$6,615 Supplemental	\$13,230 Supplemental
Nurses - In 2013-14 8.75 FTE. In 2014-15 increased by 1.5 FTE to 10.25 FTE District-wide.			
Elementary Yard Duty Leaders/Aids - One yard duty leader per school, plus yard duty aids according to need.			
Elementary Intervention - \$100,000 proportionally split among ES sites based on ELA/Math FBB, BBASIC, BASIC counts			
Teacher Substitutes - Human Resources Administered Account (for personal necessity or illness).			
Psychologists - No Formula			

**GLENDALE UNIFIED SCHOOL DISTRICT  
CALPADS BASED ENROLLMENT HISTORY**

ATTACHMENT E

**TOTAL ENROLLMENT BY GRADE LEVEL**

GRADE	2008-09 Actual Enrollment	2009-10 Actual Enrollment	2010-11 Actual Enrollment	2011-12 Actual Enrollment	2012-13 Actual Enrollment	2013-14 Actual Enrollment	2014-15 Actual Enrollment	2015-16 Actual Enrollment	2016-17 Actual Enrollment	2017-18 Actual Enrollment	2018-19 Actual Enrollment	2019-20 Standard Progression	2019-20 Hist. Trend Projections	2020-21 Hist. Trend Projections	2021-22 Hist. Trend Projections	2022-23 Hist. Trend Projections
TK	---	---	---	---	90	176	313	317	305	330	307	307	307	307	307	307
K	1,534	1,631	1,749	1,764	1,798	1,773	1,778	1,916	1,922	1,882	1,866	1,866	1,866	1,866	1,866	1,866
1	1,658	1,648	1,774	1,869	1,837	1,900	1,867	1,874	1,944	1,980	1,970	1,866	1,866	1,866	1,866	1,866
2	1,622	1,735	1,671	1,811	1,899	1,857	1,926	1,891	1,884	1,975	1,962	1,970	1,970	1,970	1,970	1,970
3	1,765	1,658	1,754	1,723	1,830	1,936	1,883	1,937	1,898	1,917	1,970	1,962	1,962	1,962	1,962	1,962
<b>Gr TK-3 Total</b>	<b>6,579</b>	<b>6,672</b>	<b>6,948</b>	<b>7,167</b>	<b>7,454</b>	<b>7,642</b>	<b>7,767</b>	<b>7,935</b>	<b>7,953</b>	<b>8,084</b>	<b>8,075</b>	<b>7,971</b>	<b>7,971</b>	<b>7,971</b>	<b>7,971</b>	<b>7,971</b>
4	1,768	1,791	1,682	1,782	1,752	1,892	1,980	1,870	1,977	1,910	1,906	1,970	1,970	1,970	1,970	1,970
5	1,876	1,795	1,850	1,720	1,813	1,769	1,913	1,969	1,877	1,988	1,891	1,906	1,906	1,906	1,906	1,906
6	2,075	1,958	1,877	1,943	1,762	1,855	1,805	1,941	1,976	1,876	1,944	1,891	1,891	1,891	1,891	1,891
<b>Gr 4-6 Total</b>	<b>5,719</b>	<b>5,544</b>	<b>5,409</b>	<b>5,445</b>	<b>5,327</b>	<b>5,516</b>	<b>5,698</b>	<b>5,780</b>	<b>5,830</b>	<b>5,774</b>	<b>5,741</b>	<b>5,767</b>	<b>5,767</b>	<b>5,767</b>	<b>5,767</b>	<b>5,767</b>
<b>TOTAL ELEMENTARY</b>	<b>12,298</b>	<b>12,216</b>	<b>12,357</b>	<b>12,612</b>	<b>12,781</b>	<b>13,158</b>	<b>13,465</b>	<b>13,715</b>	<b>13,783</b>	<b>13,858</b>	<b>13,816</b>	<b>13,738</b>	<b>13,738</b>	<b>13,738</b>	<b>13,738</b>	<b>13,738</b>
7	2,064	2,123	2,022	1,896	1,920	1,792	1,846	1,820	1,921	1,929	1,820	1,944	1,789	1,789	1,789	1,789
8	2,209	2,085	2,136	2,063	1,922	1,935	1,811	1,869	1,855	1,929	1,928	1,820	1,828	1,828	1,828	1,828
<b>Gr 7-8 Total</b>	<b>4,273</b>	<b>4,208</b>	<b>4,158</b>	<b>3,959</b>	<b>3,842</b>	<b>3,727</b>	<b>3,657</b>	<b>3,689</b>	<b>3,776</b>	<b>3,858</b>	<b>3,748</b>	<b>3,764</b>	<b>3,617</b>	<b>3,617</b>	<b>3,617</b>	<b>3,617</b>
<b>TOTAL K-8</b>	<b>16,571</b>	<b>16,424</b>	<b>16,515</b>	<b>16,571</b>	<b>16,623</b>	<b>16,885</b>	<b>17,122</b>	<b>17,404</b>	<b>17,559</b>	<b>17,716</b>	<b>17,564</b>	<b>17,502</b>	<b>17,355</b>	<b>17,355</b>	<b>17,355</b>	<b>17,355</b>
9	2,213	2,282	2,167	2,168	2,090	1,991	1,987	1,886	1,933	1,878	1,894	1,928	1,956	1,956	1,956	1,956
10	2,318	2,246	2,317	2,180	2,187	2,101	1,953	1,984	1,876	1,930	1,879	1,894	1,836	1,836	1,836	1,836
11	2,391	2,218	2,168	2,202	2,096	2,097	1,976	1,883	1,892	1,822	1,843	1,879	1,793	1,793	1,793	1,793
12	2,156	2,269	2,123	2,082	2,117	2,019	2,021	1,897	1,842	1,830	1,715	1,843	1,678	1,678	1,678	1,678
<b>Gr 9-12 Total</b>	<b>9,078</b>	<b>9,015</b>	<b>8,775</b>	<b>8,632</b>	<b>8,490</b>	<b>8,208</b>	<b>7,937</b>	<b>7,650</b>	<b>7,543</b>	<b>7,460</b>	<b>7,331</b>	<b>7,544</b>	<b>7,263</b>	<b>7,263</b>	<b>7,263</b>	<b>7,263</b>
<i>Continuation Programs</i>	403	426	401	358	355	301	335	305	301	273	273	273	273	273	273	273
<b>TOTAL SECONDARY</b>	<b>13,754</b>	<b>13,649</b>	<b>13,334</b>	<b>12,949</b>	<b>12,687</b>	<b>12,236</b>	<b>11,929</b>	<b>11,644</b>	<b>11,620</b>	<b>11,591</b>	<b>11,352</b>	<b>11,581</b>	<b>11,153</b>	<b>11,153</b>	<b>11,153</b>	<b>11,153</b>
<b>Elem and Sec. Subtotal</b>	<b>26,052</b>	<b>25,865</b>	<b>25,691</b>	<b>25,561</b>	<b>25,468</b>	<b>25,394</b>	<b>25,394</b>	<b>25,359</b>	<b>25,403</b>	<b>25,449</b>	<b>25,168</b>	<b>25,319</b>	<b>24,891</b>	<b>24,891</b>	<b>24,891</b>	<b>24,891</b>
<i>Special Education</i>	692	794	702	689	726	690	788	760	672	622	620	620	620	620	620	620
<b>DISTRICT TOTAL</b>	<b>26,744</b>	<b>26,659</b>	<b>26,393</b>	<b>26,250</b>	<b>26,194</b>	<b>26,084</b>	<b>26,182</b>	<b>26,119</b>	<b>26,075</b>	<b>26,071</b>	<b>25,788</b>	<b>25,939</b>	<b>25,511</b>	<b>25,511</b>	<b>25,511</b>	<b>25,511</b>
<b>Increase/Decrease</b>	<b>-310</b>	<b>-85</b>	<b>-266</b>	<b>-143</b>	<b>-56</b>	<b>-110</b>	<b>98</b>	<b>-63</b>	<b>-44</b>	<b>-4</b>	<b>-283</b>	<b>151</b>	<b>-277</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Percent</b>	<b>-1.15%</b>	<b>-0.32%</b>	<b>-1.00%</b>	<b>-0.54%</b>	<b>-0.21%</b>	<b>-0.42%</b>	<b>0.38%</b>	<b>-0.24%</b>	<b>-0.17%</b>	<b>-0.02%</b>	<b>-1.09%</b>	<b>0.59%</b>	<b>-1.07%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>

<b>City of Glendale Population and Housing Trends</b>	
<b>Population *</b>	---    ---    191,719    192,916    194,119    195,110    197,010    199,953    200,889    201,705    205,536    ---    ---    ---    ---    ---
<b>Housing Units *</b>	---    ---    76,269    76,355    76,360    76,375    76,815    77,782    78,256    78,726    80,176    ---    ---    ---    ---    ---
<b>Vacancy Rate *</b>	---    ---    5.2%    5.0%    5.0%    4.9%    4.9%    4.9%    4.9%    5.1%    5.1%    ---    ---    ---    ---    ---
<b>* Source is City of Glendale</b>	

**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
<b>Adopted Budget 2018-19 Ending Balance</b>	\$ 47,212,610	\$ 35,417,831	\$ 39,189,693	\$ 33,093,020	\$ 26,242,544	\$ 22,768,245
<b>Adjustment For Actual 2017-18 Ending Balance</b>	\$ -	\$ 4,386,793	\$ 4,386,793	\$ 4,386,793	\$ 4,386,793	\$ 4,386,793
<b>Revised 2018-19 Ending Balance Reflecting Actuals Adjustmen</b>	\$ 47,212,610	\$ 39,804,624	\$ 43,576,486	\$ 37,479,813	\$ 30,629,337	\$ 27,155,038
<b><u>Initial July Adjustments (After Governor Signed State Budget)</u></b>						
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)	\$ -	\$ -	\$ -
<b><u>First Interim Adjustments</u></b>						
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
<b><u>Second Interim Adjustments</u></b>						
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	\$ -	\$ -	\$ -
<b><u>End Of Year Adjustments</u></b>						
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)
<b>Adjusted Ending Balance Projection</b>	<b>\$ 47,212,610</b>	<b>\$ 39,804,624</b>	<b>\$ 36,767,814</b>	<b>\$ 28,919,127</b>	<b>\$ 23,382,457</b>	<b>\$ 18,533,470</b>
<b><u>Assigned and Restricted Balances:</u></b>						
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	\$ -	\$ -	\$ -
<b>Unassigned Balance</b>	<b>\$ 31,284,228</b>	<b>\$ 18,529,278</b>	<b>\$ 20,451,734</b>	<b>\$ 14,468,693</b>	<b>\$ 9,143,007</b>	<b>\$ 4,375,410</b>
<b><u>Memo Items:</u></b>						
LCFF Net Income Growth less STRS/PERS/Special Ed. Increases	\$ -	\$ -	\$ -	\$ 2,781,770	\$ 6,842,058	\$ 17,549,147
<b>Unassigned Balance If All Net LCFF Income Growth Is Spent</b>	<b>\$ 18,529,278</b>	<b>\$ 20,451,734</b>	<b>\$ 11,686,923</b>	<b>\$ 2,300,949</b>	<b>\$ (13,173,738)</b>	



Glendale Unified School District

Date: 6/13/19

Time: 11:32AM

Rev 4.31

**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	Proj. 5
<b>A. REVENUES</b>							
1) Revenue Limit Sources	8010-8099	239,969,886	244,122,788	250,989,137	250,989,136	250,989,136	0
2) Federal Revenues	8100-8299	200,000	200,000	200,000	200,000	200,000	0
3) Other State Revenues	8300-8599	4,970,957	4,972,457	4,973,899	4,975,572	4,975,572	0
4) Other Local Revenues	8600-8799	4,216,291	4,216,291	4,216,291	4,216,291	4,216,291	0
5) TOTAL REVENUES		249,357,134	253,511,536	260,379,327	260,380,999	260,380,999	0
<b>B. EXPENDITURES</b>							
1) Certificated Salaries	1000-1999	105,068,086	105,025,771	106,222,203	106,234,869	106,247,705	0
2) Classified Salaries	2000-2999	27,071,456	28,371,456	29,671,456	30,971,456	32,271,456	0
3) Employee Benefits	3000-3999	61,236,835	66,562,478	69,974,902	72,405,384	74,967,728	0
4) Books and Supplies	4000-4999	3,986,209	3,986,209	3,986,209	3,986,209	3,986,209	0
5) Services, Other Operatin Expense	5000-5999	16,486,281	16,744,613	17,015,862	17,300,673	17,599,725	0
6) Capital Outlay	6000-6999	299,592	299,592	299,592	299,592	299,592	0
7) Other Outgo	7100-7299	220,000	220,000	220,000	220,000	220,000	0
8) Direct Support/Indirect Cost	7300-7399	(1,244,059)	(1,243,334)	(1,243,331)	(1,243,331)	(1,243,331)	0
9) TOTAL EXPENDITURES		213,124,400	219,966,785	226,146,893	230,174,852	234,349,084	0
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>							
		36,232,734	33,544,751	34,232,434	30,206,147	26,031,915	0
<b>D. OTHER FINANCING SOURCES/USES</b>							
<b>1) Interfund Transfers</b>							
a) Transfers In	8910-8929	0	0	0	0	0	0
b) Transfers Out	7610-7629	0	0	0	0	0	0
<b>2) Other Sources</b>							
Other Uses	7630-7699	0	(5,000,000)	(5,000,000)	(5,000,000)	(5,000,000)	0
<b>3) Contributions to Restrict Programs</b>							
	8980-8999	(44,081,421)	(44,081,421)	(44,081,421)	(44,081,421)	(44,081,421)	0
<b>4) TOTAL, OTHER SOURCES/USES</b>							
		(44,081,421)	(39,081,421)	(39,081,421)	(39,081,421)	(39,081,421)	0

**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	Proj. 5
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE</b>							
What If? Sources		0	0	0	0	0	0
What If? Uses		0	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)	0
<b>F. FUND BALANCE, RESERVES</b>							
1) Beginning Balance		36,584,455	28,919,127	23,382,457	18,533,470	9,658,196	0
a) Adjustments		183,359	0	0	0	0	0
b) Net Beginning Balance		36,767,814	28,919,127	23,382,457	18,533,470	9,658,196	0
2) Ending Balance (E + F1b)		28,919,127	23,382,457	18,533,470	9,658,196	(3,391,310)	0
<b>COMPONENTS OF ENDING FUND BALANCE</b>							
a) Reserved Amounts							
Revolving Cash	9711	70,000	70,000	70,000	70,000	70,000	0
Stores	9712	80,096	80,096	80,096	80,096	80,096	0
Other, Prepay, Etc.	9719	0	0	0	0	0	0
General Reserve	9730	0	0	0	0	0	0
Legally Restricted Balances	9740	0	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	0
Other Designated	9780	5,235,641	4,955,641	4,675,641	4,675,641	4,675,641	0
	97yy	0	0	0	0	0	0
c) FREE Balance	9790	14,468,693	9,143,007	4,375,410	0	0	0
d) (DEFICIT) Balance	9790	0	0	0	(4,636,028)	(17,810,761)	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	Proj. 5
<b>A. REVENUES</b>							
1) Revenue Limit Sources	8010-8099	0	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	0
3) Other State Revenues	8300-8599	19,240,835	19,698,869	20,139,192	20,650,042	20,650,042	0
4) Other Local Revenues	8600-8799	11,150,924	11,150,924	11,150,924	11,150,924	11,150,924	0
5) TOTAL REVENUES		44,663,256	45,121,290	45,561,613	46,072,463	46,072,463	0
<b>B. EXPENDITURES</b>							
1) Certificated Salaries	1000-1999	24,920,846	25,082,586	25,228,436	25,397,677	25,397,675	0
2) Classified Salaries	2000-2999	17,437,233	17,521,291	17,604,189	17,700,379	17,700,379	0
3) Employee Benefits	3000-3999	19,978,595	20,091,883	20,200,051	20,325,564	20,325,563	0
4) Books and Supplies	4000-4999	4,329,496	4,332,799	4,334,944	4,337,444	4,337,444	0
5) Services, Other Operatin Expense	5000-5999	16,897,910	16,995,525	17,092,385	17,204,770	17,204,770	0
6) Capital Outlay	6000-6999	55,250	53,095	53,227	53,380	53,380	0
7) Other Outgo	7100-7299	767,000	769,378	773,560	778,413	778,413	0
8) Direct Support/Indirect Cost	7300-7399	803,059	802,334	802,331	802,331	802,331	0
9) TOTAL EXPENDITURES		85,189,389	85,648,891	86,089,123	86,599,958	86,599,955	0
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>							
		(40,526,133)	(40,527,601)	(40,527,510)	(40,527,495)	(40,527,492)	0
<b>D. OTHER FINANCING SOURCES/USES</b>							
<b>1) Interfund Transfers</b>							
a) Transfers In	8910-8929	0	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	0
<b>2) Other Sources</b>							
Other Uses	7630-7699	0	0	0	0	0	0
<b>3) Contributions to Restrict Programs</b>							
	8980-8999	44,081,421	44,081,421	44,081,421	44,081,421	44,081,421	0
4) TOTAL, OTHER SOURCES/USES		40,238,648	40,239,986	40,240,003	40,240,006	40,240,006	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	Proj. 5
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE</b>							
What If? Sources		0	0	0	0	0	0
What If? Uses		0	0	0	0	0	0
Total (What If + C + D4)		(287,485)	(287,615)	(287,507)	(287,489)	(287,486)	0
<b>F. FUND BALANCE, RESERVES</b>							
1) Beginning Balance		7,986,802	7,699,317	7,411,702	7,124,195	6,836,706	0
a) Adjustments		0	0	0	0	0	0
b) Net Beginning Balance		7,986,802	7,699,317	7,411,702	7,124,195	6,836,706	0
2) Ending Balance (E + F1b)		7,699,317	7,411,702	7,124,195	6,836,706	6,549,220	0
<b>COMPONENTS OF ENDING FUND BALANCE</b>							
a) Reserved Amounts							
Revolving Cash	9711	0	0	0	0	0	0
Stores	9712	0	0	0	0	0	0
Other, Prepay, Etc.	9719	0	0	0	0	0	0
General Reserve	9730	0	0	0	0	0	0
Legally Restricted Balances	9740	7,699,317	7,411,702	7,124,195	6,836,706	6,549,220	0
b) Designated Amounts							
For Economic Uncertainties	9770	0	0	0	0	0	0
Other Designated	9780	0	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	Proj. 5
<b>A. REVENUES</b>							
1) Revenue Limit Sources	8010-8099	239,969,886	244,122,788	250,989,137	250,989,136	250,989,136	0
2) Federal Revenues	8100-8299	14,471,497	14,471,497	14,471,497	14,471,497	14,471,497	0
3) Other State Revenues	8300-8599	24,211,792	24,671,326	25,113,091	25,625,614	25,625,614	0
4) Other Local Revenues	8600-8799	15,367,215	15,367,215	15,367,215	15,367,215	15,367,215	0
5) TOTAL REVENUES		294,020,390	298,632,826	305,940,940	306,453,462	306,453,462	0
<b>B. EXPENDITURES</b>							
1) Certificated Salaries	1000-1999	129,988,932	130,108,357	131,450,639	131,632,546	131,645,380	0
2) Classified Salaries	2000-2999	44,508,689	45,892,747	47,275,645	48,671,835	49,971,835	0
3) Employee Benefits	3000-3999	81,215,430	86,654,361	90,174,953	92,730,948	95,293,291	0
4) Books and Supplies	4000-4999	8,315,705	8,319,008	8,321,153	8,323,653	8,323,653	0
5) Services, Other Operatin Expense	5000-5999	33,384,191	33,740,138	34,108,247	34,505,443	34,804,495	0
6) Capital Outlay	6000-6999	354,842	352,687	352,819	352,972	352,972	0
7) Other Outgo	7100-7299	987,000	989,378	993,560	998,413	998,413	0
8) Direct Support/Indirect Cost	7300-7399	(441,000)	(441,000)	(441,000)	(441,000)	(441,000)	0
9) TOTAL EXPENDITURES		298,313,789	305,615,676	312,236,016	316,774,810	320,949,039	0
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>							
		(4,293,399)	(6,982,850)	(6,295,076)	(10,321,348)	(14,495,577)	0
<b>D. OTHER FINANCING SOURCES/USES</b>							
1) Interfund Transfers							
a) Transfers In	8910-8929	0	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	0
2) Other Sources							
Other Uses	7630-7699	0	(5,000,000)	(5,000,000)	(5,000,000)	(5,000,000)	0
3) Contributions to Restrict Programs							
	8980-8999	0	0	0	0	0	0
4) TOTAL, OTHER SOURCES/USES		(3,842,773)	1,158,565	1,158,582	1,158,585	1,158,585	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	Proj. 5
<b>E. NET INCREASE (DECREASE)</b>							
<b>IN FUND BALANCE</b>							
What If? Sources		0	0	0	0	0	0
What If? Uses		0	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)	0
<b>F. FUND BALANCE, RESERVES</b>							
1) Beginning Balance		44,571,257	36,618,444	30,794,159	25,657,665	16,494,902	0
a) Adjustments		183,359	0	0	0	0	0
b) Net Beginning Balance		44,754,616	36,618,444	30,794,159	25,657,665	16,494,902	0
2) Ending Balance (E + F1b)		36,618,444	30,794,159	25,657,665	16,494,902	3,157,910	0
<b>COMPONENTS OF ENDING FUND BALANCE</b>							
a) Reserved Amounts							
Revolving Cash	9711	70,000	70,000	70,000	70,000	70,000	0
Stores	9712	80,096	80,096	80,096	80,096	80,096	0
Other, Prepay, Etc.	9719	0	0	0	0	0	0
General Reserve	9730	0	0	0	0	0	0
Legally Restricted Balances	9740	7,699,317	7,411,702	7,124,195	6,836,706	6,549,220	0
b) Designated Amounts							
For Economic Uncertainties	9770	9,064,697	9,133,713	9,332,323	9,468,487	9,593,714	0
Other Designated	9780	5,235,641	4,955,641	4,675,641	4,675,641	4,675,641	0
	97yy	0	0	0	0	0	0
c) FREE Balance	9790	14,468,693	9,143,007	4,375,410	0	0	0
d) (DEFICIT) Balance	9790	0	0	0	(4,636,028)	(17,810,761)	0

GLENDALE UNIFIED SCHOOL DISTRICT  
2019-20 Proposed Budget

ATTACHMENT H

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	MYP		
	2018-19	2019-20	2020-21	2021-22
<b>(A) 3% Mandated Reserve for Economic Uncertainties (REU)</b>	9,152,447	9,064,697	9,133,713	9,332,323
<b>(B) Assigned Amounts (from below F1 + F2 + F3 + F4 + F5+F6)</b>	7,013,537	5,235,641	4,955,641	4,675,641
<b>(C) Unassigned/Unappropriated Balance (CDE MYP lines D.3.e1 + D.3.e2)</b> C = A + F8	29,604,180	23,533,389	18,276,719	13,707,732
<b>(D) Total of Assigned + Unassigned/Unappropriated Balance (B + C)</b>	36,617,717	28,769,030	23,232,360	18,383,373
<b>(E) Reserve Exceeding Minimum Reserve for Economic Uncertainties (REU)</b> E = D - A (same as line F Sub-total below)	<b>27,465,270</b>	<b>19,704,333</b>	<b>14,098,647</b>	<b>9,051,050</b>
<b>(F) Reasons for reserves in excess of minimum REU:</b>				
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	<u>20,451,733</u>	<u>14,468,692</u>	<u>9,143,006</u>	<u>4,375,409</u>
<b>Sub-total Reserve Exceeding Minimum REU (same as line E above)</b>	<b>27,465,270</b>	<b>19,704,333</b>	<b>14,098,647</b>	<b>9,051,050</b>

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

<b>Dept</b>	<b>Program</b>	<b>Est. Savings</b>
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
<b>Total</b>		<b>\$ 5,008,000</b>



GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

ACTION REPORT 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: **Approval of 2017-2020 Local Control Accountability Plan,  
Federal Addendum, and Budget Overview for Parents**

---

The Interim Superintendent recommends that the Board of Education approve the 2017-2020 Local Control Accountability Plan Annual Update, Federal Addendum, and Budget Overview for Parents.

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 2019-2020 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. The public hearing was included on the agenda at the June 4, 2019, Board of Education meeting.

**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*)

### **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.

### **Federal Addendum**

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 continue and improve services, actions and programs for various student groups.

### **Budget Overview for Parents**

A Budget Overview for Parents is a new component required by the California Department of Education. The budget overview provides a brief overview and summary of a district's Local Control Accountability Plan (LCAP) budget expenditures at a quick glance. It is included as a part of the total LCAP plan.

### **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 was shared at the public hearing on June 4, 2019, 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.

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

ACTION REPORT NO. 3

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

PREPARED BY: Stephen Dickinson, Chief Business and Financial Officer

SUBJECT: **Signature Authorization for Dr. Vivian Ekchian, Superintendent of Schools**

---

The Interim Superintendent recommends that the Board of Education adopt Resolutions No. 39, 40, and 41, and approve the signature authorization for Dr. Vivian Ekchian, Superintendent of Schools, from July 1, 2019 to June 30, 2020.

The Board of Education, at its meeting on May 21, 2019, appointed Dr. Vivian Ekchian as the new Superintendent of Schools effective July 1, 2019. It is recommended that the Board adopt the following resolutions and approve the signature authorization for Dr. Vivian Ekchian.

- Resolution No. 39 ..... Authorizing the Superintendent and Secretary to the Board, and the Superintendent’s designee to Execute Documents for Said Board
- Resolution No. 40 ..... Authorizing Certain Administrators to Sign Warrants and checks on various accounts
- Resolution No. 41 ..... Authorizing the Superintendent or his designee to sign for payment of items under \$75,000 related to Los Angeles County Office of Education (LACOE) contracts, student teaching, nursing, counseling intern, Special Education transportation, settlement agreements, and field trips without Board approval

RESOLUTION NO. 39

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

BE IT RESOLVED, by the Board of Education of the Glendale Unified School District of Los Angeles County, that Dr. Vivian Ekchian, Superintendent of Schools and Secretary to the Board, and the Superintendent's Designee (Chief Business and Financial Officer, Assistant Superintendent of Educational Services, and Assistant Superintendent of Human Resources) be authorized to execute in the name of the Board all contracts, documents, papers, and oaths, including service reports, previously authorized and approved by official Board action during the period July 1, 2019 to June 30, 2020.

I HEREBY CERTIFY that the above resolution was approved and adopted by the Board of Education of the Glendale Unified School District at a regular meeting held on the 18th day of June 2019.

BOARD OF EDUCATION  
GLENDALE UNIFIED SCHOOL DISTRICT

---

Clerk, Board of Education

RESOLUTION NO. 40

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

BE IT RESOLVED by the Board of Education of the Glendale Unified School District of Los Angeles County that the following administrators be authorized to sign warrants and checks on various accounts for the Glendale Unified School District during the period July 1, 2019 to June 30, 2020.

Dr. Vivian Ekchian, Superintendent of Schools  
and/or

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

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

Karineh Savarani, Director, Financial Services

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

I HEREBY CERTIFY that the above resolution was approved and adopted by the Board of Education of the Glendale Unified School District at a regular meeting held on the 18th day of June 2019.

BOARD OF EDUCATION  
GLENDALE UNIFIED SCHOOL DISTRICT

---

Clerk, Board of Education



RESOLUTION NO. 41

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

BE IT RESOLVED, by the Board of Education of the Glendale Unified School District of Los Angeles County, that Dr. Vivian Ekchian, Superintendent of Schools or his designee be authorized to sign for payment of items under \$75,000 related to Los Angeles County Office of Education (LACOE) contracts, student teaching, nursing, counseling intern, Special Education transportation, settlement agreements, and field trips without Board approval during the period of July 1, 2019 to June 30, 2020.

I HEREBY CERTIFY that the above resolution was approved and adopted by the Board of Education of the Glendale Unified School District at a regular meeting held on the 18th day of June 2019.

BOARD OF EDUCATION  
GLENDALE UNIFIED SCHOOL DISTRICT

---

Clerk, Board of Education

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 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: Karineh Savarani, Director, Financial Services

SUBJECT: **Resolution No. 42 - Temporary Inter-Fund Cash Borrowing –  
Child Development Fund**

---

The Interim Superintendent recommends that the Board of Education adopt Resolution No. 42 to allow Temporary Inter-fund Cash Borrowing.

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

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

To accommodate an inter-fund loan a resolution is required, per Bulletin xx from Los Angeles County Office of Education (LACOE), to allow for temporary borrowing of cash between District funds in 2019-20. When cash is needed to pay obligations for current operating requirements lawfully incurred in the fiscal year, a temporary transfer of cash between District funds is permitted by Education Code Section 42603.

**CASH BORROWING RESOLUTION NO. 42**  
**Temporary Inter-fund Cash Borrowing**

GLENDALE UNIFIED SCHOOL DISTRICT

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

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

WHEREAS, the following restrictions apply to this authorization:

1. Maximum amount of authorized borrowing: \$1,000,000.
2. For fiscal year: 2019-20.
3. Amount shall not exceed 75 percent of any moneys held in any fund.
4. Funds borrowed shall not be available for appropriation or considered income to the borrowing fund.
5. Borrowing shall occur only when the fund receiving the money will earn sufficient income during the current fiscal year.
6. The amounts borrowed shall be **repaid** either in the same fiscal year or in the following fiscal year if the borrowing takes place within the final 120 calendar days of a fiscal year.

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

---

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

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

The resolution was adopted by the Governing Board on June 18, 2019.

Signature: \_\_\_\_\_  
Shant Sahakian, Clerk of the Governing Board

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 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 & Facilities

SUBJECT: **Approval of Amendment No. 3 to Independent Consultant Agreement No. 415 with Premier Inspection Services, Inc. for DSA Inspection Services for Installation of Solar Photovoltaic Systems at Hoover and Glendale High Schools**

---

The Interim Superintendent recommends that the Board of Education approve Amendment No. 3 to Independent Consultant Agreement No. 415 with Premier Inspection Services, Inc. for DSA Inspection Services for the installation of solar photovoltaic systems at Hoover and Glendale High Schools in the amount of \$10,070, funded by CREBs funds.

This item is in support of Board Priority No. 2 – Create a Culture of Learning. On July 18, 2017, the Board approved Independent Consultant Agreement No. 415 with Premier Inspection Services, Inc. (La Cañada) in the amount of \$35,100.00, which was listed in the Purchase Order report. On January 15, 2019, the Board approved Amendment No. 1 to ICA No. 415, as listed in the Purchase Order report, in the amount of \$11,437.50. On March 12, 2019, the Board approved Amendment No. 2 to this agreement in the amount of \$13,500.

Amendment No. 3 in the amount of \$10,070 accounts for additional inspection time required to complete the project based on the final construction schedule. This Amendment increases the total agreement to \$68,107.50. This agreement represents 0.69% of the total construction cost.

This project is funded by Clean Renewable Energy Bonds (CREBs) funds.

INDEPENDENT CONSULTANT AGREEMENT FOR PROFESSIONAL SERVICES  
DSA Class 2 Inspection Services @ Hoover and Glendale Solar Phase 5

Professional Service Number: 415  
Amendment No. 1 – November 30, 2018  
Amendment No. 2 - March 13, 2019  
[Amendment No. 3 – June 19, 2019](#)

This Independent Consultant Agreement for Professional **Services ("Agreement")** is made and entered into as of the 22<sup>nd</sup> day of May, 2017 by and between the Glendale Unified School District, ("District") and Premier Inspection Services, Inc. ("Consultant"), (**together, "Parties"**).

NOW, THEREFORE, the Parties agree as follows:

1. **Services.** The Consultant shall provide DSA Class 2 Inspection Services as further described in Exhibit "A," attached hereto and incorporated herein by this reference ("**Services**").
2. **Term.** Consultant shall commence providing services under this Agreement on June 15, 2017 and will diligently perform as required and complete performance by ~~October 15, 2017~~ ~~February 28, 2018~~ ~~April 30, 2019~~ [July 30, 2019](#)
3. **Submittal of Documents.** The Consultant shall not commence the Services under this Agreement until the Consultant has submitted and the District has approved the certificate(s) and affidavit(s), and the endorsement(s) of insurance required as indicated below:

<u>  X  </u>	Signed Agreement
<u>  X  </u>	Workers' Compensation Certification
<u>  X  </u>	Fingerprinting/Criminal Background/Tuberculosis Clearance Certifications
<u>  X  </u>	Insurance Certificates and Endorsements
<u>  X  </u>	W-9 Form
<u>      </u>	_____

4. **Compensation.** District agrees to pay the Consultant for services satisfactorily rendered pursuant to this Agreement (as needed, as requested) a total fee not to exceed (NTE) ~~Thirty-Five Thousand One Hundred Dollars and Fifty Cents (\$35,100)~~, ~~Forty-Three Thousand Five Hundred Thirty-Seven Dollars and Fifty Cents (\$43,537.50)~~ ~~Fifty Seven Thousand Thirty-Seven Dollars and Fifty Cents (\$57,037.50)~~ [Sixty Six Thousand Four-Hundred Eighty-Seven and Fifty Cents \(\\$66,487.50\)](#) which includes reimbursable cost listed in item 5.1. District shall pay Consultant according to the following terms and conditions:

4.1. Payment for the Work shall be made for all undisputed amounts based upon time and materials for not-to-exceed (NTE) fees referenced **in Exhibit "A"**.

5. **Expenses.** District shall not be liable to Consultant for any costs or expenses paid or incurred by Consultant in performing services for District, except as follows:

5.1. Not Applicable

6. **Independent Contractor.** Consultant, in the performance of this Agreement, shall be and act as an independent contractor. Consultant understands and agrees that it and all of its employees shall not be considered officers, employees, agents, partner, or joint venture of the

District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Consultant shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to Consultant's employees. In the performance of the work herein contemplated, Consultant is an independent contractor or business entity, with the sole authority for controlling and directing the performance of the details of the work, District being interested only in the results obtained.

7. Materials. Consultant shall furnish, at its own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this Agreement, except as follows:

7.1. Not applicable.

8. Performance of Services.

8.1. Standard of Care. Consultant represents that Consultant has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of District. Consultant's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of its profession for services to California school Districts.

Consultant shall carefully study and compare all documents, findings, and other instructions and shall at once report to District, in writing, any error, inconsistency, or omission that Consultant or its employees may discover. Consultant shall have responsibility for discovery of errors, inconsistencies, or omissions.

8.2. Meetings. Consultant and District agree to participate in regular meetings on at least a monthly basis to discuss strategies, timetables, implementations of services, and any other issues deemed relevant to the operation of Consultant's **performance of Services**.

8.3. District Approval. The work completed herein must meet the approval of the District and shall be subject to the District's general right of inspection and supervision to secure the satisfactory completion thereof.

8.4. New Project Approval. Consultant and District recognize that Consultant's **Services** may include working on various projects for District. Consultant shall obtain the approval of District prior to the commencement of a new project.

9. Originality of Services. Except as to standard generic details, Consultant agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays and video productions prepared for, written for, or submitted to the District and/or used in connection with this Agreement, shall be wholly original to Consultant and shall not be copied in whole or in part from any other source, except that submitted to Consultant by District as a basis for such services.

10. Copyright/Trademark/Patent. Consultant understands and agrees that all matters produced under this Agreement shall become the property of District and cannot be used without District's express written permission. District shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or

patent of said matter in the name of the District. Consultant consents to use of Consultant's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.

11. Audit. Consultant shall establish and maintain books, records, and systems of account, in accordance with generally accepted accounting principles, reflecting all business operations of Consultant transacted under this Agreement. Consultant shall retain these books, records, and systems of account during the Term of this Agreement and for five (5) years thereafter. Consultant shall permit the District, its agent, other representatives, or an independent auditor to audit, examine, and make excerpts, copies, and transcripts from all books and records, and to make audit(s) of all billing statements, invoices, records, and other data related to the Services covered by this Agreement. Audit(s) may be performed at any time, provided that the District shall give reasonable prior notice to Consultant and shall conduct audit(s) during Consultant's **normal business hours, unless** Consultant otherwise consents.

12. Termination.

12.1. Without Cause By District. District may, at any time, with or without reason, terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Consultant. Notice shall be deemed given when received by the Consultant or no later than three days after the day of mailing, whichever is sooner.

12.2. Without Cause by Consultant. Consultant may, upon sixty (60) days notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Consultant for services satisfactorily rendered to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District. Consultant acknowledges that this sixty (60) day notice period is acceptable so that the District can attempt to procure the Services from another source.

12.3. With Cause by District. District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:

12.3.1. material violation of this Agreement by the Consultant; or

12.3.2. any act by Consultant exposing the District to liability to others for personal injury or property damage; or

12.3.3. Consultant is adjudged a bankrupt, Consultant makes a general assignment for the benefit of creditors or a receiver is appointed on account of Consultant's insolvency.

Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required services from another Consultant. If the expense, fees, and/or costs to the District exceed the cost of providing the service pursuant to this Agreement, the Consultant shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's

notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

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

14. Insurance.

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

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

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

14.1.2. **Workers’ Compensation and Employers’ Liability Insurance.** Workers’ Compensation Insurance and Employers’ Liability Insurance for all of its employees performing any portion of the Services. In accordance with provisions of section 3700 of the California Labor Code, the Consultant shall be required to secure workers’ compensation coverage for its employees. If any



class of employee or employees engaged in performing any portion of the **Services under this Agreement are not protected under the Workers' Compensation Statute**, adequate insurance coverage for the protection of any employee(s) not otherwise protected must be obtained before any of those employee(s) commence performing any portion of the Services.

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

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

14.2.1. A **clause stating: "This policy shall not be canceled or reduced in required limits of liability or amounts of insurance until notice has been mailed to the District, stating date of cancellation or reduction. Date of cancellation or reduction shall not be less than thirty (30) days after date of mailing notice."**

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

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

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

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

15. Assignment. The obligations of the Consultant pursuant to this Agreement shall not be assigned by the Consultant.

16. Compliance with Laws. Consultant shall observe and comply with all rules and regulations of the governing board of the District and all federal, state, and local laws, ordinances and regulations. Consultant shall give all notices required by any law, ordinance, rule and regulation bearing on conduct of the Work as indicated or specified. If Consultant observes that any of the Work required by this Contract is at variance with any such laws, ordinance, rules or regulations, Consultant shall notify the District, in writing, and, at the sole option of the District, any necessary changes to the scope of the Work shall be made and this Contract shall be appropriately amended in writing, or this Contract shall be terminated effective upon Consultant's **receipt of a written termination notice** from the District. If Consultant performs any work that is in violation of any laws, ordinances, rules or regulations, without first notifying the District of the violation, Consultant shall bear all costs arising therefrom.

17. **Certificates/Permits/Licenses.** Consultant and all Consultant's employees or agents shall secure and maintain in force such certificates, permits and licenses as are required by law in connection with the furnishing of Services pursuant to this Agreement.
18. **Employment with Public Agency.** Consultant, if an employee of another public agency, agrees that Consultant will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this Agreement.
19. **Anti-Discrimination.** It is the policy of the District that in connection with all work performed under Contracts there be no discrimination against any employee engaged in the work because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age and therefore the Consultant agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and District policy. In addition, the Consultant agrees to require like compliance by all of its subcontractor(s).
20. **Fingerprinting of Employees.** The Fingerprinting/Criminal Background Investigation Certification must be completed and attached to this Agreement prior to Consultant's performing of any portion of the Services.
21. **No Rights in Third Parties.** This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.
22. **District's Evaluation of Consultant and Consultant's Employees and/or Subcontractors.** The District may evaluate the Consultant in any way the District is entitled pursuant to applicable law. The District's evaluation may include, without limitation:
  - 22.1. Requesting that District employee(s) evaluate the Consultant and the Consultant's employees and subcontractors and each of their performance.
  - 22.2. Announced and unannounced observance of Consultant, Consultant's employee(s), and/or subcontractor(s).
23. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.
24. **Confidentiality.** The Consultant and all Consultant's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all information received in the course of performing the Services. Consultant understands that student records are confidential and agrees to comply with all state and federal laws concerning the maintenance and disclosure of student records. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.
25. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return

receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

District:

Glendale Unified School District  
349 West Magnolia Avenue  
Glendale, California 91204  
[FAX] (818) 507-4911  
ATTN: Stephen Dickinson

Consultant:

Premier Inspection Services  
1045 Foothill Boulevard  
La Canada, CA 91011  
[FAX] (818) 864-6543  
ATTN: Greg Powell

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

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

34. Calculation of Time. For the purposes of this Agreement, "days" refers to calendar days unless otherwise specified.

35. Signature Authority. Each party has the full power and authority to enter into and perform this Agreement, and the person signing this Agreement on behalf of each Party has been properly authorized and empowered to enter into this Agreement.

36. Counterparts. This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

37. Incorporation of Recitals and Exhibits. The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

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

Dated: \_\_\_\_\_, 2019

Dated: \_\_\_\_\_, 2019

Glendale Unified School District

Consultant: Premier Inspection Services

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

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

Print Name: Stephen Dickinson

Print Name:

Print Title: Chief Business and Financial Officer

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

---

Information regarding Consultant:

**WORKERS' COMPENSATION CERTIFICATION**

Labor Code Section 3700 in relevant part provides:

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

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

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

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

Name of Consultant: \_\_\_\_\_

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

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

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

FINGERPRINTING/CRIMINAL BACKGROUND INVESTIGATION CERTIFICATION

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

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

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

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

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

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

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

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

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

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

Name of Consultant/Company: \_\_\_\_\_

**Representative’s Name and Title:** \_\_\_\_\_

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

TUBERCULOSIS CLEARANCE CERTIFICATION

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

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

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

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

- The Contractor has complied with the Tuberculosis requirements of Education Code Section **49406.1 with respect to all Contractor's employees and all of its subcontractors' employees** who may have contact with District students in the course of providing Services pursuant to the Agreement, and the California Department of Justice has determined that none of those employees has active Tuberculosis, as that term is defined in Education Code Section **451221.1. A complete and accurate list of Contractor's employees and of all of its subcontractor' employees who may come in contact with District students during the course and scope of the Agreement is attached hereto; and/or**
  
- Contractor's Services under the Agreement are to be provided at an unoccupied school site only and/or will not be done on any District property and no employee and/or subcontractor or supplier of any tier of Agreement shall come in contact with District students.**

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

Name of Consultant/Company: \_\_\_\_\_

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

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

**EXHIBIT "A"**

DESCRIPTION OF SERVICES TO BE PERFORMED BY CONSULTANT

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

Consultant may provide the following general Services:

Hoover and Glendale High School – Solar Phase 5 Project

Perform DSA Class 2 Inspection Services for the Sun Power Solar Project

Hourly rate:

- \$67.50 per hour - Monday through Friday, with a four hour minimum
- \$101.25 per hour - Saturdays
- \$155.00 per hour - Sundays and Holidays

Total of 520 @ \$67.50 per hour = \$35,100.00

Additional services, total of 125 hours @ \$67.50 = \$8,437.50

Additional services, total of 200 hours @ \$67.50 = \$13,500.00

Additional services, total of 164 hours @ 67.50 = \$10,070.00

Total Not-To-Exceed Amount    ~~\$ 35,100.00~~ ~~\$43,537.50~~ ~~\$57,037.50~~                    **\$68,107.50**



GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 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: Christine Ward, Director, Procurement & Contract Services  
Hagop Kassabian, Administrator: Planning, Development & Facilities

SUBJECT: **Approval to Piggyback on the Pajaro Valley Unified School District Bid No. B-17-28-11-000-9291 Awarded to Mobile Modular Management Corporation for the Purchase and Installation of a Modular Restroom for Monte Vista Elementary School**

---

The Interim Superintendent recommends that the Board of Education approve the purchase and installation of a modular restroom from Mobile Modular Management Corporation by piggybacking on Bid No. B-17-28-11-000-9291 awarded by the Pajaro Valley Unified School District, funded by Developer Fees funds for the Monte Vista Elementary School Modular Restroom Building Installation project.

This agenda item is in support of Board Priority #2 - Create a Culture of Learning and ensure safety of our students and staff. On May 7, 2019, the Board approved a project and budget allocation for the Monte Vista Elementary School Modular Restroom Building Project. On May 21, 2019, the Board approved the purchase of a modular restroom building from SKC Company.

Following the Board's approval for the purchase of the building, Planning & Development staff began working with SKC Company to obtain PC approved plans for the restroom building. Staff determined that SKC Company would be unable to deliver plans within the District's scheduled deadlines, and a different vendor would have to be secured in order to meet the required timeframe.

Procurement and Contract Services staff is recommending an approval to piggyback on the Pajaro Valley Unified School District Bid No. B-17-28-11-000-9291, awarded to Mobile Modular Management Corporation, for the purchase and installation of the modular restroom building. Pursuant to California Public Contract 20118, the Governing Board may authorized the purchase of equipment or supplies by "piggybacking" on a competitive bid awarded by other school districts or public agencies. The total cost for the purchase of the modular restroom is \$98,722.61, which includes delivery and installation. This project is funded by Developer Fees Funds.

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

ACTION REPORT NO. 7

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

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

SUBJECT: **Amendment to the Contract with Protocol Agency, Inc.**

---

The Interim Superintendent recommends that the Board of Education approve an amendment to the contract between Glendale Unified School District and Protocol Agency, Inc. in the amount of \$50,000 for providing contracted speech therapists to meet the needs of students.

Protocol Agency, Inc. is an agency that provides contracted speech therapists to meet the needs of students. The existing contract with this agency is in the amount of \$180,000, but it is estimated that additional \$50,000 will be needed to pay for services for the remainder of the 2018-2019 school year.

Special education resources will be used to pay for these services.

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

**SERVICES AGREEMENT**

This **Agreement** for Professional Services (“Agreement”) is made and entered into as of the \_\_\_\_ day of \_\_\_\_\_, 20\_\_ by and between the Glendale Unified School District, (“District”) and \_\_\_\_\_ a corporation, whose place of business is \_\_\_\_\_[City], herein referring to as (“Contractor”), (together, “Parties”).

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

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

NOW, THEREFORE, the Parties agree as follows:

1. **Term.** Contractor shall commence providing services under this Agreement on \_\_\_\_\_, 20\_\_ and will diligently perform as required and complete performance by \_\_\_\_\_, 20\_\_.
2. **Submittal of Documents.** The Contractor shall not commence the Services under this Agreement until the Contractor has submitted and the District has approved the certificate(s) and affidavit(s), and the endorsement(s) of insurance required as indicated below:

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

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

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

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

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

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

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

10. **Insurance.**

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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



**District:**

**Glendale Unified School District**

223 N. Jackson Street

Glendale, California 91206

ATTN: \_\_\_\_\_

**Contractor:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

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

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

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

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

SIGNATURE PAGE

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

Company Name \_\_\_\_\_

By: \_\_\_\_\_  
Signature Title:  
\_\_\_\_\_ Dated: \_\_\_\_\_, 20\_\_\_\_  
Print Name

By: \_\_\_\_\_  
Signature Title:  
\_\_\_\_\_ Dated: \_\_\_\_\_, 20\_\_\_\_  
Print Name

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

Information regarding Contractor:

License No.: \_\_\_\_\_  
Address: \_\_\_\_\_  
Telephone: \_\_\_\_\_  
Facsimile: \_\_\_\_\_  
E-Mail: \_\_\_\_\_  
Type of Business Entity:  
\_\_\_\_ Individual  
\_\_\_\_ Sole Proprietorship  
\_\_\_\_ Partnership  
\_\_\_\_ Limited Partnership  
\_\_\_\_ Corporation, State: \_\_\_\_\_  
\_\_\_\_ Limited Liability Company  
\_\_\_\_ Other: \_\_\_\_\_

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

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

Glendale Unified School District

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

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

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

**ATTACHMENT A**

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

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

Contractor may provide the following General Services:

**EXHIBIT "A"**

**WORKERS' COMPENSATION CERTIFICATION**

Labor Code Section 3700 in relevant part provides:

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

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

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

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

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

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

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

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

**EXHIBIT "B"**  
**FINGERPRINTING/CRIMINAL BACKGROUND INVESTIGATION CERTIFICATION**

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

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

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

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

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

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

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

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

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

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

Name of Contractor or Company: \_\_\_\_\_

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

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

**EXHIBIT "C"**

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

The undersigned declares:

I am the \_\_\_\_\_ of \_\_\_\_\_, the party making the foregoing bid.

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

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

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

\_\_\_\_\_  
Signature

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



**EXHIBIT "D"**

**TUBERCULOSIS CLEARANCE**

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

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

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

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

- The Contractor has complied with the tuberculosis requirements of Education Code Section 49406.1 with respect to all Contractor's employees and all of its subcontractors' employees who may have contact with District students in the course of providing Services pursuant to the Agreement, and the California Department of Justice has determined that none of those employees has active tuberculosis, as that term is defined in Education Code Section 45122.1. A complete and accurate list of Contractor's employees and of all of its subcontractors' employees who may come in contact with District students during the course and scope of the Agreement is attached hereto; and/or
  
- Contractor's Services under the Agreement are to be provided at an unoccupied school site only and/or will not be done on any District property and no employee and/or subcontractor or supplier of any tier of Agreement shall come in contact with District students.

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

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

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

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

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

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

ACTION REPORT NO. 8

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

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

SUBJECT: **Approval of Renewal with Aequitas for Q Maintenance and Support**

---

The Interim Superintendent recommends that the Board of Education approve the annual maintenance and support renewal for the District's Q Student Information System with Aequitas for the 2019-2020 school year in the total amount of \$147,971.15.

The Glendale Unified School District (GUSD) subscribes to multiple services offered by Aequitas that are combined in a single coterminous contract.

The primary service GUSD subscribes to is the maintenance agreement with Aequitas to provide upgrades and support for the District's Q Student Information System. The agreement provides full support for the Q product, including CALPADS support, rights to all source code and discounts on extended services.

Q Pulse is a dynamic dashboard integrated within the Q Student Information System to serve three purposes:

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

Aequitas has been working closely with the Assessment and Accountability department and Educational Technology and Information Services (ETIS) to develop this dynamic dashboard to be ready for the 2019-2020 school year.

Aequitas now offers a new service for Professional Development (PD), which is a series of short online trainings that covers a variety of modules and tasks within the Q Student

Information System. This will prove to be a useful and powerful resource to help train teachers, staff and substitutes in the proper usage of Q.

It is recommended to renew the subscription for all three services (Q Annual Maintenance and Support, Q District Pulse Annual Maintenance and Support, and Q Professional Development Annual Subscription). The costs to renew all three subscriptions for the 2019-2020 school year is \$147,971.15 and will be funded by the Educational Technology and Information Services budget as have previous maintenance agreements for the Student Information System.

Work Order #	GUSD-19.06.04-1557		
Date Created	Tuesday, June 4, 2019		
Created By	John Uhler		
Client Code	GUSD		
Client Name	Glendale Unified School District		
Contact	Frank Schlueter		
E-Mail Address	fshlueter@gusd.net		
Department	ETIS		
Phone Number	(818) 241-3111 x 1577		
Project Start Date	7/1/2019		
Project Due Date	Monday, July 1, 2019		
Project Manager	John Uhler		
Work Summary	Q Annual Maintenance & Support Q District Pulse Annual Maintenance & Support Q Professional Development Annual Subscription (Optional)		
Terms & Conditions	Payment is due NET 30 from date of invoice. Travel and expenses are not included and will be billed as incurred.		
Project Total	\$147,971.15		
Aequitas Solutions Approved By (Name)	John Uhler		
Signature		Date Approved	06/04/19
Client Approved By (Name)		PO Number	
Signature		Date Approved	



Payment Schedule

Date	Description	Amount	QTY	Totals
07/01/19	Q AMS	\$3.35	25,789.0	\$86,393.15
07/01/19	Q District Pulse AMS	\$2.00	25,789.0	\$51,578.00
07/01/19	Q PD Subscription	\$10,000.00	1.0	\$10,000.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
	Grand Total			\$147,971.15

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

ACTION REPORT NO. 9

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

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

**SUBJECT: Approval of Renewal with Blackboard**

The Interim Superintendent recommends that the Board of Education approve the renewal for annual Blackboard services for the 2019-2020 school year in the amount of \$145,193.70.

The Glendale Unified School District (GUSD) subscribes to multiple services offered by Blackboard that are combined in a single coterminous contract.

Blackboard Connect provides voice, email and text notifications, including emergency notifications, community outreach, and surveys. The service empowers GUSD with the ability to communicate information regarding academics, parental involvement, and leadership communications to keep parents and staff informed, aware, and involved.

Blackboard Schoolwires is the web hosting solution for the District and school sites.

Blackboard GUSD App is the phone app that provides a variety of information and notifications available to parents, students, staff and community members. Information available via the app includes, but is not limited to, access to Parent Connect (the parent portal to the Q Student Information System), notifications to parents, school site calendar events, and emergency notifications.

It is recommended to renew the subscription for all three services (Connect, Schoolwires, and GUSD App). The renewal cost for the 2019-2020 school year is \$145,193.70. The cost of the Blackboard subscription will be funded by Educational Technology and Information Services as in the past.

The authority for this purchase is pursuant to California Public Contract Code 20118 that authorizes school districts to order against competitive bids, commonly referred to as

Glendale Unified School District  
Action Report No. 9  
June 18, 2019  
Page 2

"piggyback," based on the same terms and conditions of the National Cooperative Purchasing Alliance contract number 01-92 "Digital Media Management & Mass Notification" that expires on March 31, 2022.

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2019

ACTION REPORT NO. 10

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

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

SUBJECT: **Approval for Renewal of Cisco SmartNet Maintenance and Support with AMS.net**

---

The Interim Superintendent recommends that the Board of Education approve the renewal of Cisco SmartNet maintenance and support with AMS.net for the 2019-2020 school year for a total amount of \$165,070.52.

On July 17, 2012, the Board of Education approved the purchase of network infrastructure switches and wireless equipment from AMS.net. The purpose of the switches is to provide fast, reliable access throughout the District to network resources and the Internet. The purpose of the wireless equipment is to provide complete wireless coverage at all District sites for mobile devices to access network resources and the Internet. Cisco SmartNet provides maintenance and support for both switches and wireless network infrastructure equipment.

It is recommended that GUSD renew the Cisco SmartNet maintenance and support agreement with AMS.net for the 2019-2020 school year. The total cost for the renewal is \$165,070.52 and will be funded by the Educational Technology and Information Services budget.



**AMS.NET, Inc.**  
 502 Commerce Way, Livermore, CA 94551  
 925-245-6100 • 925-245-6150 Fax  
 www.ams.net

## Customer Price Quote

### Customer

Glendale Unified School District  
 223 N Jackson St  
 Glendale CA, 91206-4334 US  
 ATTN: Frank Schlueter

### Ship To

GSD-ETIS  
 223 N Jackson St Rm B15  
 Glendale, CA 91206-4334  
 ATTN: Frank Schlueter

### Quote Description

Cisco SMARTnet 19-20 - Cisco CMAS# 3-11-70-0291U

Quote #	#Q-00036379
Project #	88633
Modified	6/4/2019
Account Mgr.	Thomas Vasconi
AM Phone	(925) 245-6128
AM Email	tvasconi@ams.net
Inside Account Mgr.	Mike Bruington
IAM Phone	(925) 245-6165
IAM Email	mbruington@ams.net
Quote Exp.	9/1/2019

Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
<b>Switches</b>					
1	<b>CON-SNT-C4507R+E</b> SMARTNET 8X5XNBD Catalyst4500E 7 slot chassis for 48Gbps  Serial Numbers: FXS1634Q2D9, FXS1634Q2BP, FXS1634Q2DD, FXS1634Q2C7, FXS1634Q2GN	Cisco Systems Inc.	5.00	\$2,209.36	\$11,046.80
2	<b>CON-SW-WSC388FL</b> SMARTNET NO RMA Cisco Catalyst 3850 48 Port Full PoE LAN  Serial Numbers: FCW2128D0FT, FCW2129F04B, FOC2128L3R8, FOC2202L3MN, FCW2035D0DU, FOC2241L1LX, FOC2310U195	Cisco Systems Inc.	7.00	\$439.45	\$3,076.15
3	<b>CON-SNT-C5548UP</b> SMARTNET 8X5XNBD Nexus 5548 UP Chassis, 32 10GbE Ports  Serial Numbers: SSI16170DX7, SSI16150CPA, SSI16170CTG	Cisco Systems Inc.	3.00	\$1,356.42	\$4,069.26
4	<b>CON-SNT-C7010</b> SMARTNET 8X5XNBD 10 Slot Chassis, No Power Supplies, Fans	Cisco Systems Inc.	2.00	\$9,392.72	\$18,785.44



Serial Numbers: JAF1626BPGP, JAF1626ANMH				
--	--	--	--	--

### ISE Software

5	<b>CON-ECMU-ISEVM</b> SWSS UPGRADES Cisco Identity Services Engine VM (eDelivery)	Cisco Systems Inc.	1.00	\$844.59	\$844.59
6	<b>CON-ECMU-ISE5VM</b> SWSS UPGRADES Cisco Identity Services Engine 5 Bundle Migrat	Cisco Systems Inc.	1.00	\$3,664.59	\$3,664.59

### Wireless

7	<b>CON-SNT-CT08500</b> SMARTNET 8X5XNBD Cisco 5508 Series  Serial Numbers: FCW1631L0RK, FCW1631L0TC, FCW1631L0SU, FCW1631L0RQ, FCW1631L0RH, FCW1631L0RL, FCW1631L0M1, FCW1631L0M3	Cisco Systems Inc.	8.00	\$10,584.87	\$84,678.96
---	--	--------------------	------	-------------	-------------

### Prime Software

8	<b>CON-ECMU-LMGMBASE</b> SWSS UPGRADES Cisco Ent MGMT PI 3.x Platform Base Lic	Cisco Systems Inc.	1.00	\$13.40	\$13.40
9	<b>CON-ECMU-LPPL500U</b> SWSS UPGRADES Prime Infra 1.x 2.x LF to PI 3.0 LF Up	Cisco Systems Inc.	1.00	\$5,217.00	\$5,217.00
10	<b>CON-ECMU-LPPIF1KU</b> SWSS UPGRADES Prime Infra 1.x 2.x LF to PI 3.0 LF Up	Cisco Systems Inc.	2.00	\$9,729.00	\$19,458.00
11	<b>CON-ECMU-R30SSWK9</b> SWSS UPGRADES Prime Infrastructure	Cisco Systems Inc.	1.00	\$3.53	\$3.53

### Security

12	<b>CON-SNT-A85S2XK9</b> SMARTNET 8X5XNBD ASA 5585-X Chas with SSP20,8GE,2SFP+,2GE  Serial Numbers: Serial Numbers: JMX1852806X, JMX1852806J, JMX1852806F	Cisco Systems Inc.	3.00	\$4,737.60	\$14,212.80
----	---	--------------------	------	------------	-------------



**AMS.NET, Inc.**

502 Commerce Way, Livermore, CA 94551

925-245-6100 • 925-245-6150 Fax

[www.ams.net](http://www.ams.net)

## Order Summary

Subtotal	\$165,070.52
Adjustment	\$0.00
Estimated Taxes	\$0.00
<b>Total</b>	<b>\$165,070.52</b>

## Terms and Conditions

1. AMS.NET will require a Purchase Order referencing this Quote # or if a Purchase order is not provided, an authorized representative must sign this quote.

2. Payment terms are Net 30. An interest charge of 1.5% per month will be applied to all accounts past due, plus all costs of collection and reasonable attorneys fees. AMS.NET accepts all major credit cards. A convenience fee of 3.5% will be assessed. Customer agrees to accept multiple invoices for projects that cover multiple sales. In the event that a site's readiness is delayed by the customer, customer agrees to accept and pay invoices that reflect equipment and services already received.

3. Items sold by AMS.NET, Inc. and shipped to destinations in California are subject to sales tax. If an item is subject to sales tax in the state to which the order is shipped, tax is generally calculated on the total selling price of each individual item. In accordance with state tax laws, the total selling price of an order will generally include shipping and handling charges and item-level discounts. The amount of tax charged on your order will depend upon many factors including, but not limited to, the type of item(s) purchased, and the source and destination of the shipment. Factors can change between the time you place an order and the time an invoice is sent, which could affect the calculation of sales taxes. The amount appearing on your proposal as 'Estimated Sales Tax' may differ from the sales taxes ultimately charged. Shipping charges and sales tax will be added to this order when invoiced and the customer agrees to pay these charges.

4. All companies with tax exemption must present a valid Tax Exempt form. If Customer is tax exempt or if tax exempt form is not provided then customer agrees to pay all applicable taxes.

5. All shipments are FOB Origin or Pre-paid and shipped to Dock. Any Special shipping requirements must be clearly stated on all PO's (i.e. inside delivery). If inside Delivery or Lift-gate is required it must be specified and additional fees will incur. Shipping charges that appear on this quote are an estimate, AMS.NET will invoice and the customer will pay the actual shipping charge when identified.

6. Upon delivery of equipment, customer agrees to open all shipments and visually inspect equipment for physical damages. All damages must be reported to AMS.NET within 24 hours of delivery.

7. Returns will be accepted at AMS.NET discretion and are subject to manufacturer returns policies as well. For returns to be approved all merchandise must be in an unopened box and the customer agrees to pay a restocking fee of 15% of the purchase price. Returns must be made within 15 Days of receipt. All shipments must have a valid RMA number from AMS.NET before returning. For RMA requests please contact our Customer Service Department at (800) 893-3660 Ext. 6111. Email RMA requests should be directed to [service@ams.net](mailto:service@ams.net) A copy of AMS.NET's full RMA policy is available for review online at [www.ams.net/services/procurement-and-financing/](http://www.ams.net/services/procurement-and-financing/)

8. The laws of the State of California will apply to this sale.

9. The term "installation date" means the first business day on which installation of the system is complete. Minor omissions or variances in performance of the System that do not materially or adversely affect the operation of the system, shall not be deemed to have postponed the Installation Date. Seller shall use its best efforts to make timely delivery and installation. However, all stated delivery and installation dates are approximate and except as expressly provided in this agreement, Seller shall, under no circumstance, be deemed to be in default hereunder or be liable for consequential, incidental or special damages or commercial loss resulting from delays in delivery or installation.

10. Warranties. AMS warrants to Customer that it has good title to the equipment being sold to Customer under this Agreement, and the right to sell such equipment to Customer free of liens or encumbrances. AMS further warrants to Customer that the equipment being sold to Customer hereunder shall be free from defects in workmanship for a warranty period of thirty (30) days commencing on the later date the equipment is delivered to Customer or the date upon which AMS completes performance of the services to be performed under this agreement (this warranty being hereinafter referred to as an "Installation Warranty"). Except as expressly set forth in this paragraph, AMS does not make, and hereby disclaims, any and all representations or warranties, express or implied, with respect to the equipment or services being provided under this agreement, including but not limited to any implied warranties of merchantability, fitness for a particular purpose, satisfactory quality, against infringement, or arising from a course of dealing, usage or trade practice. AMS shall reasonably cooperate and assist Customer in enforcing any manufacturer warranties with respect to the equipment being sold to Customer under this Agreement. AMS hereby advises Customer, and Customer acknowledges that in the event Customer desires to procure from AMS any warranty protection beyond the warranty of title and the Installation Warranty provided under this Paragraph, Customer may do so by entering into a separate Service Agreement with AMS.

Manufacturer's warranty that is guaranteed is whatever is published by the manufacturer at the time of purchase.

11. Cisco Cloud services purchased from AMS.NET requires customer to accept Cisco's Universal Cloud agreement located on Cisco Systems' Website. This Universal Cloud Agreement describes the rights and responsibilities related to the Cloud Service(s) you purchase from Cisco or an Approved Source and is between you and Cisco. The Universal Cloud Agreement includes the applicable Offer Description(s) located at [www.cisco.com/go/cloudterms](http://www.cisco.com/go/cloudterms) (collectively "Agreement"). By clicking 'accept,' or using the Cloud Service, you agree to the terms of this Agreement. If you do not have authority to enter into this Agreement, or if you do not agree with its terms, do not click 'accept' and do not use the Cloud Service. If you determine that you cannot comply with the terms of this Agreement after you have paid for the Cloud Service, you may terminate your



**AMS.NET, Inc.**

502 Commerce Way, Livermore, CA 94551  
925-245-6100 • 925-245-6150 Fax  
www.ams.net

access to the Cloud Service for a full refund provided you do so within thirty (30) days of your purchase.

AMS.NET Tax ID: 94-3291629

C7 License: 763508

Please fax signed Quotation or Purchase Order to your AMS.NET account manager or to 925.245.6150. Full terms and conditions can be viewed on our website at [www.ams.net/services/procurement-and-financing/](http://www.ams.net/services/procurement-and-financing/)

Authorized Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

ACTION REPORT NO. 11

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

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

SUBJECT: **Approval of Agency Contracts for Special Education Services for 2019-2020 School Year**

---

The Interim Superintendent recommends that the Board of Education approve the contracts listed in this report between Glendale Unified School District and various agencies to provide special education services for students not to exceed \$5,025,000.

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

- 360 Degree Therapy (for an amount up to \$80,000)
- AMP Autism – Dr. Apelisin (for an amount up to \$25,000)
- Audiology Solutions – Dr. Fox – (for an amount up to \$25,000)
- Burbank Optometric Center (for an amount up to \$20,000)
- Comprehensive Therapy (for an amount up to \$350,000)
- EBS Healthcare (for an amount up to \$160,000)
- Education Spectrum (for an amount up to \$100,000)
- Exceptional Educational Services (for an amount up to \$50,000)
- G & S Transit Management, Inc. DBA: City Cab (for an amount up to \$50,000)
- Glendale Adventist Medical Center (for an amount up to \$40,000)
- HM Systems (for an amount up to \$60,000)
- Hollar Speech and Language (for an amount up to \$25,000)
- Invo Health Care Associates, Inc. (for an amount up to \$250,000)
- JM Speech & Accent Reduction (for an amount up to \$160,000)
- Madison Healthcare (for an amount up to \$70,000)
- Maxim Healthcare Services, Inc. d/b/a Maxim Staffing Solutions (for an amount up to \$700,000)
- Mediscan, Inc. (for an amount up to \$160,000)
- My Therapy Company (for an amount up to \$25,000)
- Protocol Agency, Inc. (for an amount up to \$250,000)

- Riner Constantine & Associates (for an amount up to \$65,000)
- Rockstar Recruiting d/b/a StaffRehab (for an amount up to \$300,000)
- Royal Health (for an amount up to \$50,000)
- Soliant Health (for an amount up to \$150,000)
- Speech, Language & Educational Associates (for an amount up to \$1,700,000)
- Total Recall Captioning Inc. (for an amount up to \$160,000)

These contracts are needed to provide special education services for the 2019-2020 school year. Special education resources will be used to pay for these services.

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

ACTION REPORT NO. 12

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

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

SUBJECT: **Approval of Services Agreement between Glendale Unified School District and Heal the Hurt Counseling**

---

The Interim Superintendent recommends that the Board of Education approve the services agreement between Glendale Unified School District and Heal the Hurt Counseling in the amount of \$90,000 to provide services to students at Glendale High School.

Glendale Unified School District has contracted with Heal the Hurt Counseling to assist high school students who are struggling emotionally and need support to help them overcome their challenges and excel academically. Psychotherapists will provide early intervention through one-on-one individual counseling sessions and group counseling sessions for multiple students to improve student academics, attendance, and social emotional relationships. Students are referred by the school psychologist, counselors, by request of parents, and other school administrators.

The agreement is valid July 1, 2019 through June 30, 2020. The total cost for these services is \$90,000, which will be covered by Glendale High School Title I funds.

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

CAT PROG JUN05'19 PM12:12

**SERVICES AGREEMENT**

This **Agreement** for Professional Services (“Agreement”) is made and entered into as of the 18 day of June, 2019 by and between the Glendale Unified School District, (“District”) and Heal the Hurt Counseling a corporation, whose place of business is La Crescenta [City], herein referring to as (“Contractor”), (together, “Parties”).

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

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

NOW, THEREFORE, the Parties agree as follows:

1. **Term.** Contractor shall commence providing services under this Agreement on July 1, 2019 and will diligently perform as required and complete performance by June 30, 2020
2. **Submittal of Documents.** The Contractor shall not commence the Services under this Agreement until the Contractor has submitted and the District has approved the certificate(s) and affidavit(s), and the endorsement(s) of insurance required as indicated below:

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

3. **Compensation.** District agrees to pay the Contractor for services satisfactorily rendered pursuant to this Agreement (as needed, as requested) a total fee not to exceed (NTE) ninety thousand dollars (\$ 90,000 ) which includes reimbursable cost listed in item 4.1. District shall pay Contractor according to the following terms and conditions:

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

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



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

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

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

10. **Insurance.**

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

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

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



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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

**District:**

**Glendale Unified School District**  
223 N. Jackson Street  
Glendale, California 91206  
ATTN: Dr. Kelly King, Interim Superintendent

**Contractor:**

Heal the Hurt Counseling  
2152 Foothill Blvd. #4  
La Crescenta, CA 91214

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

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



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

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

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


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



SIGNATURE PAGE

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

Company Name Heal the Hurt Counseling

By:   
Signature  
Lara Mekhitarian  
Print Name

Licensed Marriage and Family Therapist/Clinical Director  
Title:  
Dated: June 6th, 2019

By: \_\_\_\_\_  
Signature  
\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Title:  
Dated: \_\_\_\_\_, 20\_\_

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

**Information regarding Contractor:**

License No.: MFC#78395  
Address: 2512 Foothill Blvd. #4  
La Crescenta, CA 91214  
Telephone: 626-376-7872  
Facsimile: 818-338-0998  
E-Mail: lara@healthehurt.com

83-4352665:  
Employer Identification and/or  
Social Security Number

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

Type of Business Entity:

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

**Glendale Unified School District**

By: \_\_\_\_\_  
Print Name: Dr. Kelly King  
Print Title: Interim Superintendent

Date: June 6, 2019

**ATTACHMENT A**

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

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

**RISE Program**

**“Helping our students to RISE above it”**

The Resilience, Improvement, Strength, & Excellence (RISE) program is specifically developed to assist adolescents in middle and high school who are struggling emotionally and need one-on-one support to help them overcome their challenges and excel academically. The goal of RISE is to equip students with coping skills necessary to help develop *resiliency*. Through the support of psychotherapists who specialize in working with students from age 14 to 18, students have the help necessary to build emotional *strength* when faced with a variety of issues. Psychotherapeutic services have greatly impacted this age group by providing early intervention and helping prevent challenges from further affecting their educational goals and personal life. By creating a positive and safe space, we have seen great *improvement* in academics, attendance, and social emotional relationships. On-campus therapy allows students to face their difficulties where they are more likely to open up and discuss their challenges. Our goal is to help our students learn to face social and emotional challenges and move towards academic and emotional *excellence*. We provide early intervention and prevention to better equip our students with the insight needed to grow and to RISE above it. Students are referred through the school psychologists, school counselors, request of parents, SRO, and the probation officer.

The challenges we treat through the RISE program include:

- Depression
- Family challenges stressors
- Substance abuse challenges
- Trauma
- Abuse (physical, emotional, sexual, domestic)
- Communication difficulties
- Anxiety
- Gender Identity and sexuality issues
- Disruptive behaviors
- Eating Disorders
- Grief and loss
- Peer conflicts
- Bullying and cyber-bullying

**Program Services**

Per the Service Contract with Glendale High School, the following services will be offered through Heal The Hurt Counseling:

- One on one individual counseling sessions 1x/week for 1-hour sessions at \$80.00 an hour (please note that documentation time and assessment of students outcome measures are part of the 1 hour billed.)
- Individual or group counseling will be conducted on campus during school hours. Telehealth sessions can be conducted on a crisis basis to help the students.
- Clinicians may engage parents only on an as-needed or crisis bases to provide support and referrals for outside counseling related to family challenges. (No continual family therapy will be provided.)
- Group Counseling Sessions at \$80.00 per hour (Services time is split between the number of students within the group (i.e. If three students are in a group that runs for one hour, 20 minutes of services will be allocated to each student to total the group time.)
- Mandated reporting per the Board of Behavioral Sciences. Any reports made will be documented and reported to the school psychologist for further support and for assisting family in being linked to appropriate services.
- Psychological Assessments and Treatment planning
  - Once a student is referred, they will have their parents or themselves sign a consent for services that are provided by Glendale High School.
  - Students that begin the program will begin with a comprehensive assessment to better understand their challenges. Students will also be provided with an outcome measure (based on their challenges) to determine a baseline of symptoms and challenges.
  - Students then have a treatment planning session, where their goals will be developed collaboratively and the clinician will discuss the treatment plan including interventions.

- Clinician will determine if students' challenges also would benefit from group therapy and link the student to the right group as part of their treatment plan.
- Outcome Measures:
  - Students will be provided with the following outcome measures at the start of their services.
  - At the ten week mark, to determine the continued need for services and to assess the progress, students will again fill out a subsequent outcome measure. At the time of the ten week mark students will be reevaluated for their progress and to determine if further services are necessary. Should students continue to need additional services, we would assess every five to ten weeks to determine progress and efficacy of treatment. A follow up outcome measure will be submitted at the end of treatment as well.
  - Should a student continue to need additional support due to severity of symptoms, clinician will contact caregiver and the school psychologist to inform them of students' challenges and offer outside resources as their severity and needs are outside the scope provided by this program.
  - The following Outcome Measures will be used for the students based on their referral needs:
    - RCADS- Anxiety assessment (including social phobia)
    - UCLA PTSD INDEX- To assess for trauma
    - PHQ-9 or Beck Depression Inventory- to assess for depression
    - YO-Q outcomes- For disruptive behaviors, eating disorders, critical crisis, self harm, and suicidal ideations.
    - Other: Should a clinician find an appropriate outcome measure (bereavement, chronic illness, etc..) this will also be used as a tool to determine need and severity.

**EXHIBIT "A"**

**WORKERS' COMPENSATION CERTIFICATION**

Labor Code Section 3700 in relevant part provides:

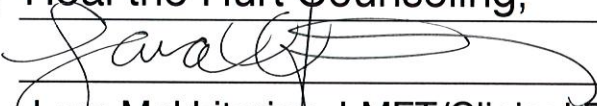
Every employer except the State shall secure the payment of compensation in one or more of the following ways:

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

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

Date: June 6, 2019

Name of Contractor: Heal the Hurt Counseling,

Signature: 

Print Name and Title: Lara Mekhitarian, LMFT/Clinical Director

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



**EXHIBIT "B"**

**FINGERPRINTING/CRIMINAL BACKGROUND INVESTIGATION CERTIFICATION**

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

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

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

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

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

Name: Heal the Hurt Counseling

Title: LMFT/Clinical Director

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

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

Date: June 6, 2019

Name of Contractor or Company: Heal the Hurt Counseling

Representative's Name and Title: Lara Mekhitarian, LMFT/Clinical Director

Signature: 

**EXHIBIT "C"**

**NONCOLLUSION DECLARATION TO BE EXECUTED BY  
BIDDER AND SUBMITTED WITH BID**

(Public Contract Code section 7106)

The undersigned declares:

I am the Clinical Director/Owner of Heal the Hurt Counseling, the party making the foregoing bid.

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

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

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct and that this declaration is executed on 6 June 2019 [date], at Glendale [city], CA [state].



Signature

Lara Mekhitarian, LMFT

Print Name



**EXHIBIT "D"**

**TUBERCULOSIS CLEARANCE**


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

I am a representative of the Heal the Hurt Counseling ("Contractor") currently entering into this Agreement with the District and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of Contractor.

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

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

- The Contractor has complied with the tuberculosis requirements of Education Code Section 49406.1 with respect to all Contractor's employees and all of its subcontractors' employees who may have contact with District students in the course of providing Services pursuant to the Agreement, and the California Department of Justice has determined that none of those employees has active tuberculosis, as that term is defined in Education Code Section 45122.1. A complete and accurate list of Contractor's employees and of all of its subcontractors' employees who may come in contact with District students during the course and scope of the Agreement is attached hereto; and/or
- Contractor's Services under the Agreement are to be provided at an unoccupied school site only and/or will not be done on any District property and no employee and/or subcontractor or supplier of any tier of Agreement shall come in contact with District students.

Date: June 6, 2019  
Name of Contractor: Heal the Hurt Counseling  
Signature:   
Print Name and Title: Lara Mekhitarian, LMPT/Clinical Director

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

# Request for Taxpayer Identification Number and Certification

Give Form to the requester. Do not send to the IRS.

▶ Go to [www.irs.gov/FormW9](http://www.irs.gov/FormW9) for instructions and the latest information.

Print or type. See Specific Instructions on page 3.

**1** Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.  
**Lara Mekhitarian**

**2** Business name/disregarded entity name, if different from above  
**Heal The Hurt Counseling**

**3** Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only **one** of the following seven boxes.

Individual/sole proprietor or single-member LLC     C Corporation     S Corporation     Partnership     Trust/estate

Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ \_\_\_\_\_

**Note:** Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is **not** disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.

Other (see instructions) ▶ \_\_\_\_\_

**4** Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):

Exempt payee code (if any) \_\_\_\_\_

Exemption from FATCA reporting code (if any) **1**

(Applies to accounts maintained outside the U.S.)

**5** Address (number, street, and apt. or suite no.) See instructions.  
**3659 Altura Ave.**

**6** City, state, and ZIP code  
**La Crescenta, CA 91214**

**7** List account number(s) here (optional)

Requester's name and address (optional)

## Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

**Social security number**

			-					
--	--	--	---	--	--	--	--	--

**Note:** If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

**or**

**Employer identification number**

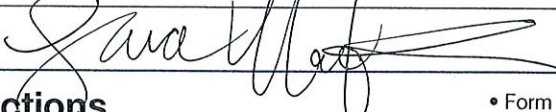
8	3	-	4	3	5	2	6	6	5
---	---	---	---	---	---	---	---	---	---

## Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

**Certification instructions.** You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

**Sign Here**    Signature of U.S. person ▶     Date ▶ **4/21/19**

## General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

**Future developments.** For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to [www.irs.gov/FormW9](http://www.irs.gov/FormW9).

## Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (interest earned or paid)

- Form 1099-DIV (dividends, including those from stocks or mutual funds)
  - Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
  - Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
  - Form 1099-S (proceeds from real estate transactions)
  - Form 1099-K (merchant card and third party network transactions)
  - Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
  - Form 1099-C (canceled debt)
  - Form 1099-A (acquisition or abandonment of secured property)
- Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.
- If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.*



GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

ACTION REPORT NO. 13

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

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

SUBJECT: **Foothill SELPA and Hathaway-Sycamores Memorandum of Understanding**

---

The Interim Superintendent recommends that the Board of Education (Administrative Unit for the Foothill SELPA) approve the attached Memorandum of Understanding between Foothill SELPA and Hathaway-Sycamores Child and Family Services agency in the amount of \$344,452 for educational services and an amount up to \$128,304 for therapeutic services for the 2019-2020 school year.

The Foothill SELPA and Hathaway-Sycamores Child and Family Services agency operates the Glendale West regionalized program at Glendale High School for students classified as emotionally disturbed (ED). The attached Memorandum of Understanding defines the roles and responsibilities of each party.

The Foothill SELPA Glendale West program is utilized by all three SELPA districts and cost to utilize these services are to be paid for through district-level funds according to use of services.

# MEMORANDUM OF UNDERSTANDING

Between Foothill SELPA and  
Hathaway-Sycamores Child and Family Services

---

This Memorandum of Understanding (the "MOU") is entered into this 1st day of July, 2019 by and between the Foothill SELPA ("SELPA") and the Hathaway-Sycamores Child and Family Services ("Hathaway-Sycamores") for the delivery of special education services and related services for students that are eligible as students with exceptional needs through an IEP.

## RECITALS

WHEREAS, the SELPA is a multi-district special education local plan area, located in Los Angeles County, California, duly organized and existing under and by virtue of the laws of the State of California, including the California Education Code; and

WHEREAS, Hathaway-Sycamores is a school and mental health provider located in Los Angeles, California; and

WHEREAS, the SELPA and Hathaway-Sycamores desire to operate a SELPA regionalized special education program at Glendale High School for high school students that are eligible as students with exceptional needs under the category of Emotional Disturbance (ED), Specific Learning Disability (SLD), or Other Health Impairment (OHI).

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

- A. Hathaway-Sycamores agrees to maintain and coordinate the operation of a SELPA regionalized program class at Glendale High School for high school students whose primary eligibility as students with exceptional needs under California and federal special education laws are ED, SLD, or OHI and who are entitled to special education and related services.
- B. Eligible Students: For the purpose of the MOU, an eligible student is one who meets the California eligibility criteria of laws under Emotional Disturbance ("ED") 5 CCR 3030 (i), SLD, or OHI, and for whom the appropriate and least restrictive educational environment for his or her unique educational needs is the specially designed program provided by Hathaway-Sycamores pursuant to the MOU.
- C. Services Provided by Hathaway-Sycamores for the ED Classroom at Glendale High School.
  1. One (1) full-time fully California credentialed and trained teacher will be provided for serving up to twelve (12) students. Upon joint approval of the SELPA Director/designee and the Executive Vice President of Programs from Hathaway-Sycamores, class size may be increased by a ratio of 1 teacher to fourteen (14) students when necessary during the regular or extended school year to provide services to students with disabilities.
  2. One (1) full-time instructional aide trained and experienced in working with students will be provided.

# MEMORANDUM OF UNDERSTANDING

Between Foothill SELPA and  
Hathaway-Sycamores Child and Family Services

---

3. One (1) full-time trained behavioral specialist trained and experienced in behavior intervention strategies will be provided.
4. One (1) full-time California therapist trained and experienced with Educationally Related Mental Health Services, and in accordance with the student's IEP goals and objectives, will be provided.
5. Behavior data will be collected and analyzed by the teachers and/or aides assigned by Hathaway-Sycamores to the classroom.
6. Instruction provided to students enrolled in the classroom will be based on California Standards.
7. Staff will implement only Non Crisis Intervention (NCI) techniques, or other district approved intervention, and use those techniques to de-escalate students in the classroom. NCI training, or other district intervention, for Hathaway-Sycamores staff will be provided by School District.
8. Case-management meetings will be held on an as-needed basis between the Hathaway-Sycamores' staff and Foothill SELPA staff.
9. Provide support and collaborate with general education staff and administrators.
10. Pay for a substitute teacher and aide assigned to the classroom when they are absent from work.
11. Track and coordinate Individual Education Plan's (IEP's) for students enrolled in the classroom.
12. The Teachers/designees assigned to the classroom will administer academic achievement assessments to the students enrolled in the classroom as needed and in accordance with California and federal special education laws.
13. Staff, including the therapist assigned to the classroom, will be responsible for drafting proposed therapeutic goals and objectives for the students enrolled in the classroom for review and consideration at the student's annual IEP meetings.
14. Staff will deal with emergency behaviors exhibited by students enrolled in the classroom in accordance with the California law, and the policies and procedures of the SELPA member school district.

# MEMORANDUM OF UNDERSTANDING

Between Foothill SELPA and  
Hathaway-Sycamores Child and Family Services

---

15. Ongoing communication will exist between the SELPA Director, Special Education Directors of the SELPA member school districts and designees of Hathaway-Sycamores.

16. Collaborative meetings on as needed basis will be attended by the teacher and aide assigned to the classroom and SELPA and/or Special Education designees.

## D. Responsibility of FOOTHILL SELPA

1. Provide adequate space at District high school campus for a Classroom.
2. Provide furniture, textbooks, supplies, internet, resources, and computers for students enrolled in classroom.
3. Provide a substitute for the teacher when he/she is absent from work, as needed.
4. Collaborate with the Hathaway-Sycamores' staff to place eligible students in the classroom.
5. On site school counselors will assist with the transcripts for the students enrolled in the classroom.
6. Foothill SELPA will provide California credentialed school psychologists, speech and language pathologists, occupational therapists, and other service providers to conduct triennial assessments for student assigned to the classroom as required by the California and federal special education laws.
7. District of Residence will arrange transportation for students enrolled in the classroom whose IEP's include transportation as a related service.
8. District of Residence will coordinate dual enrollment of students enrolled in the classroom, when determined appropriate by an IEP team.
9. Site Administrator or designee will provide administrative and behavioral support in case of a behavioral emergency related to students enrolled in the classroom.
10. Glendale USD will provide staff for dispensing medication to students enrolled in the classroom.
11. Foothill SELPA will provide opportunities for training in NCI techniques or other identified intervention by certified NCI trainers, to be used in behavioral emergencies, as well as access to other district trainings.

# MEMORANDUM OF UNDERSTANDING

Between Foothill SELPA and  
Hathaway-Sycamores Child and Family Services

---

## E. SERVICE PROVIDERS AND ASSIGNMENT

Hathaway-Sycamores assures the SELPA that criminal background including fingerprint checks have been conducted and completed on any person, assigned to teach and provide services to any student enrolled in the classroom under this Agreement in accordance with applicable state and federal law before or any person is allowed to have contact with or assigned to work with any student enrolled in the classroom under this Agreement. Hathaway-Sycamores will submit a photocopy of the criminal background or fingerprint check reports for each such teacher, provider or person to the SELPA prior to allowing him or her to have contact with or assigning him or her to work with any student enrolled in the classroom. Staff must submit verification of tuberculosis (TB) test.

Any decision concerning the hiring and firing of teachers and aides assigned to the classroom will be a collaborative decision made by the SELPA and Hathaway-Sycamores with Hathaway-Sycamores retaining final authority. Teacher, aide, behavioral specialist and therapist assigned to the program will be supervised and evaluated by Hathaway-Sycamores.

## F. INDEPENDENT CONTRACTORS STATUS

This Agreement is by and between two independent parties and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association.

## G. FUNDING

The term “district of residence” as used in this Agreement means the school district in which an eligible student lives for purposes of school attendance. Glendale Unified School District for an eligible student enrolled in the ED classroom will be allocated ADA and Revenue Limit for the ED classroom for that student.

The Foothill SELPA agrees to pay the sum of \$344,452 to Hathaway-Sycamores for the teacher, teacher aide, and behavioral specialist services provided for 180 school days and 24 extended school year days. Payment is not contingent on actual student attendance.

The Foothill SELPA agrees to pay the sum of \$972 per month per seat for the educational support services provided by the therapist. The therapist will bill Medi-Cal for any services provided to a Medi-Cal funded (who meets Specialty Mental criteria) student and will not bill the school district.

Glendale Unified School District will pay invoices within forty-five (45) business days of its receipt from Hathaway-Sycamores.

# MEMORANDUM OF UNDERSTANDING

Between Foothill SELPA and  
Hathaway-Sycamores Child and Family Services

---

## H. INDEMNIFICATION:

Hathaway-Sycamores shall indemnify, defend and hold harmless the SELPA, and the SELPA's officers, agents, contractors, employees, and the SELPA member school districts and their officers, agents, contractors and employees, from any and all liability, loss, expense (including reasonable attorneys' fees and other defense costs), or claims imposed for damages of any nature whatsoever. Including, but not limited to , bodily injury, death, personal injury, or property damage occurring by reason of any acts or omissions on the part of Hathaway-Sycamores' own officers, agents, contractors, or employees under or in connection with any obligation delegated to the Hathaway-Sycamores under this Agreement.

- I. Hathaway-Sycamores shall provide SELPA with an original Certificate(s) of Insurance evidencing insurance coverage for General Liability, Professional Liability, and Worker's Compensation. Evidence of insurance covering vehicles will also be required if Hathaway-Sycamores services include use of vehicle(s) on SELPA site(s) or providing transportation to SELPA students. Hathaway-Sycamores general liability and professional liability and vehicle coverage shall, at a minimum, provide for limits of \$1,000,000/\$3,000,000 per claim/occurrence. SELPA shall be named as an additional insured by endorsement, and maintain the coverage in effect at all times during the life of the MOU.
- J. For the purpose of the Agreement, "days" refer to school calendar days unless otherwise specified.
- K. Hathaway-Sycamores assures the SELPA that all teacher, aide, specialist, therapist or other provider, including volunteers and any other person assigned by Hathaway-Sycamores to work with students enrolled in the classroom under this Agreement, are familiar with child abuse reporting obligations and procedures as specified in the California Penal Code.
- L. Hathaway-Sycamores assures the SELPA that it does not discriminate on the basis of race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics in employment or operation of the program.
- M. Hathaway-Sycamores and SELPA recognize that records maintained by them respectively related to pupils are confidential pursuant to related provision of federal and state law, including California Education Code Section 49062 et seq.

# MEMORANDUM OF UNDERSTANDING

Between Foothill SELPA and  
Hathaway-Sycamores Child and Family Services

---

**N. Duration of this Agreement:**

The MOU is effective and shall remain in full force and effect from July 1, 2019 through June 30, 2020.

IT WITNESS WHEREOF, the parties have executed and entered into this MOU as of the date set next to the signature of the SELPA ("Effective Date")

**FOOTHILL SELPA:**

Dated: \_\_\_\_\_

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

Dr. Kelly King,  
Interim Superintendent,  
Glendale Unified School District  
(Administrative Unit for the Foothill SELPA)

**HATHAWAY-SYCAMORES CHILD AND FAMILY SERVICES:**

Dated: \_\_\_\_\_

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

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

ACTION REPORT NO. 14

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

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

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

---

The Interim Superintendent recommends that the Board of Education approve the attached agreement with Beach Cities Learning for the 2019-2020 school year in the amount of \$225,000 and \$75 per hour for additional therapy.

The agreement provides support to one elementary school, one middle school and one high school special day class designed to meet the needs of students who exhibit behavioral and emotional challenges. The high school program is an addition in 2019-20. It is necessary for the matriculation of students from the middle school program to high school.

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



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

---

This Agreement is entered into this 1<sup>st</sup> day of July, 2019 by and between the Glendale Unified School District (“GUSD”) and the Beach Cities Learning (“BCL” and with GUSD, the “Parties”) for the delivery of special education services and classroom support to the GUSD Elementary & Middle School Special Day Classes for students with behavioral and emotional challenges (each one, a “Class” and collectively, “Classes”).

### **RECITALS**

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

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

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

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

- A. Beach Cities Learning agrees to: expand existing special education services in GUSD by supporting Elementary, Middle and High School Special Day Classes and providing related therapeutic support and services for students with behavioral and emotional challenges.
- B. Services Provided by Beach Cities Consultants:
  - 1. 1500 hours of classroom support and services for the twelve months – July 1, 2019 through June 30, 2020 – to be utilized for Program Development (50 hours) and Program Management/Direct Student Services (1450 hours per classroom).
  - 2. Program development includes: Classroom / Program Development and Curriculum Modification; Behavioral Modification Program Set-Up; and Professional Development for GUSD staff (Curriculum Modification and Behavior modules).
  - 3. Program Management/Student Services includes: 250 hours consultation to the GUSD teacher (22.7 hours per month for eleven months); and 1200 hours of therapeutic support per classroom (109 hours per month for eleven months per classroom).
  - 4. Any additional hours of Related Services (RS) Counseling authorized by GUSD will be billed to GUSD at \$75.00 per hour.
  - 5. Behavior data will be collected and analyzed by the Program
  - 6. Curriculum developed for the program will be based on GUSD and California State Standards.

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

---

7. BCL staff will implement only Non Crisis Intervention (NCI) techniques and use those techniques to de-escalate students in the classroom.
8. BCL will collaborate with general education staff and administrator.
9. Therapeutic staff assigned to the special day classroom will be responsible for drafting proposed clinical goals and objectives for the students enrolled in the class for review and consideration at the student's annual IEP meetings.
10. Staff will deal with emergency behaviors exhibited by students enrolled in the special day class in accordance with the California law, and the policies and procedures of GUSD.

### **C. Responsibility of Glendale Unified School District**

1. Designate a GUSD teacher for the Classes. Facilitate teacher participation in BCL professional development.
2. GUSD staff will collaborate with BCL on the GUSD curriculum requirements and provide GUSD curriculum materials.
3. GUSD will provide furniture, textbooks, supplies, internet, instructional resources, and computers for students enrolled in the classroom.
4. Should BCL staff require current NCI certification, GUSD will provide opportunities for training in NCI techniques by certified NCI trainers to be used in behavioral emergencies.
5. GUSD site Administrator will provide administrative and behavioral support in cases of a behavioral emergency related to students enrolled in the special day class.

### **D. SERVICE PROVIDERS AND ASSIGNMENT**

BCL assures the GUSD that criminal background including fingerprint checks have been conducted and completed on any person, assigned to provide services to any student enrolled in the special day classroom under this Agreement in accordance with applicable state and federal law before any person is allowed to have contact with or assigned to work with any student enrolled in the special day classroom under this Agreement. BCL will submit a photocopy of the criminal background or fingerprint check reports for each such provider or person to GUSD prior to allowing him or her to have contact with or assigning him or her to work with any student enrolled in the special day classroom. Staff must submit verification of tuberculosis (TB) test.

Any decision concerning the assignment of BCL staff to the special day classroom will be a collaborative decision made by GUSD and BCL. Staff assigned to the special day classroom will be supervised and evaluated by BCL.

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

---

### **E. INDEPENDENT CONTRACTOR STATUS**

This Agreement is by and between two independent parties and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association.

BCL agrees, during the term of this agreement, to maintain at BCL's expense, all necessary insurance for its employees, including but not limited to workers compensation, employer's liability, disability, and unemployment insurance.

BCL shall provide GUSD with an original Certificate(s) of Insurance evidencing insurance coverage for General Liability, Professional Liability, and Worker's Compensation. Evidence of insurance covering vehicles will also be required if BCL services include use of vehicle(s) on GUSD site(s) or providing transportation to GUSD students. BCL general liability and professional liability and vehicle coverage shall, at a minimum provide for limits of \$1,000,000/\$3,000,000 per claim/occurrence. GUSD shall be named as an additional insured by endorsement, and maintain the coverage in effect at all times during the life of the Agreement.

### **F. FUNDING**

1. Glendale Unified School District agrees to pay the sum of \$225,000 to Beach Cities Learning for the staff and services provided from July 1, 2019 through June 30, 2020 to be utilized for Program Development (50 hours) and Program Management/Student Services (1450 hours).

Payment for Program Development hours will be made upon execution of this agreement and receipt of invoice from BCL. GUSD will pay ongoing invoices within forty-five (45) business days of receipt from Beach Cities Consultants.

GUSD will fund additional RS counseling as appropriate for any student during the student's enrollment in the classroom in accordance with the student's IEP. The rate for RS counseling will be \$75 per hour.

### **G. INDEMNIFICATION:**

BCL shall indemnify, defend, and hold harmless GUSD and GUSD's officers, agents, contractors, employees from any and all liability, loss, expense (including reasonable attorney's fees and other defense costs), or claims imposed for damages of any nature whatsoever, including, but not limited to, bodily injury, death, personal injury, or property damage occurring by reason of any acts or omissions on the part of GUSD's own officers, agents, contractors, or employees under or in connection with any obligation delegated to BCL under this Agreement.

GUSD shall indemnify, defend, and hold harmless BCL and BCL's officers, agents, contractors, employees from any and all liability, loss, expense (including reasonable

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

---

attorney's fees and other defense costs), or claims imposed for damages of any nature whatsoever, including, but not limited to, bodily injury, death, personal injury, or property damage occurring by reason of any acts or omissions on the part of BCL's own officers, agents, contractors, or employees under or in connection with any obligation delegated to GUSD under this Agreement.

- H. BCL assures the Glendale Unified School District that all of their service providers, including volunteers and any other person assigned by BCL to work with students enrolled in the special day classroom under this Agreement are familiar with child abuse reporting obligations and procedures as specified in the California Penal Code.
- I. BCL assures the GUSD that it does not discriminate on the basis of race, religion, sex, national origin, sexual orientation, or disability in employment or operation of the program.
- J. Duration of this Agreement:

This agreement is effective and shall remain in full force and effect from July 1, 2019 through June 30, 2020.

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

**BEACH CITIES LEARNING CENTER:**

By: \_\_\_\_\_  
Signature Title: \_\_\_\_\_  
Print Name Dated: \_\_\_\_\_, 2019

By: \_\_\_\_\_  
Signature Title: \_\_\_\_\_  
Print Name Dated: \_\_\_\_\_, 2019

**GLENDALE UNIFIED SCHOOL DISTRICT:**

By:  
Print Name: Dr. Kelly King  
Print Title: Interim Superintendent

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 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. 38, June 4, 2019

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

**BOARD OF EDUCATION MEETING NO. 38**  
**UNADOPTED MINUTES**  
**REGULAR MEETING, June 4, 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 4:30 p.m. on Tuesday, June 4, 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**

Student Board Member Sophia James, 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 Ms. Nahabedian and seconded by Mr. Sahakian to approve the agenda order, as presented. Motion approved by the following vote: AYES—Gharpetian, Krikorian, Nahabedian, Sahakian, and Freemon.

**PRESENTATION**

1. Recognition of Certificated and Classified Retirees – 2018-2019 School Year
2. Recognition of Classified Years of Service – The Board of Education and the Personnel Commission presented “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.

MINUTES: June 4, 2019 – Regular Board Meeting

PRESENTATION (Continued)

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. This award was presented to Mrs. Margie Fester from Rosemont Middle School.

RECESS

PRESENTATIONS (Continued)

4. Glendale Unified School District Presents Promotional Video  
Kristine Nam, Communications Director, shared with the Board the newly completed Career Technical Education (CTE) promotional video.

ACKNOWLEDGEMENTS

1. *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.
2. *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. The Board of Education thanked her for her service.
3. *Verdugo Academy ASB Students* – The Board of Education recognized the following ASB students from Verdugo Academy for providing a prom for College View students: Agatha Grigorian, Annie Brundige, Arianna Saavedra, Daniela Cruz, Jaxson Stehlin, Julia Lopez, Khachik Hovhannisyanyan, Klarissa Varela, Leslie Balvandeda, Mila Bryan, Pamela Bagdassaryan, and Scout Silva.

A motion to move the Student Board Report before the Public Hearing was made by Mr. Krikorian and seconded by Dr. Gharpetian. Motion approved unanimously.

STUDENT BOARD MEMBER REPORT

Student Board Member Sophia James provided information on the activities at all of the high schools and middle schools as well as activities at some of our elementary schools. She showed a video on the Lincoln 500 event at Lincoln Elementary School. She will be attending GCC next year and is willing to help our next student board member.

MINUTES: June 4, 2019 – Regular Board Meeting

PUBLIC HEARING

1. Public Hearing on the District's 2019-2020 Budget

Mrs. Freemon opened the public hearing at 6:44 p.m. and asked if anyone wished to speak on this item. Hearing none, she closed the public hearing at 6:44 p.m.

2. Public Hearing on the District's 2017-2020 Local Control Accountability Plan

Mrs. Freemon opened the public hearing at 7:15 p.m. and asked if anyone wished to speak on this item. Hearing none, she closed the public hearing at 7:15 p.m.

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)

Mrs. Freemon opened the public hearing at 7:17 p.m. and asked if anyone wished to speak on this item. Hearing none, she closed the public hearing at 7:17 p.m.

PUBLIC COMMUNICATION

1. Taline Arsenian, president of GTA, congratulated our award recipients and Ms. Margie Fester for her recognition. She thanked the retirees for dedicating their lives to our students. She thanked our GUSD employees, PTA, and other community partners for all that they do all year long for our students. She thanked staff, school board members, and the superintendent for making difficult decisions in support of public education. Most importantly, she thanked our students. She congratulated all of our graduating seniors as they move to the next chapter of their lives. She thanked Student Board Member Sophia James for being the voice of our students on the School Board. As we close the year, she encouraged us to celebrate our achievements, plan for our future successes, and to rest up this summer because things that are even more amazing are on the horizon next year.

CLOSED SESSION

The Board recessed to Closed Session at 7:20 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.
3. Personnel matters relating to the discipline, dismissal and release of school-based employees pursuant to Government Code §54957.



MINUTES: June 4, 2019 – Regular Board Meeting

CLOSED SESSION (Continued)

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

CALL TO ORDER/RETURN TO REGULAR MEETING

The meeting reconvened at 7:49 p.m.

REPORTING OUT OF CLOSED SESSION

None.

PUBLIC COMMUNICATIONS

1. Monna Johnson, president of the Glendale Council PTA, announced the winners of the 2019 Anti-Vaping Poster and Video contest. They had 20 posters and 4 video entries, which were judged by the Glendale Police Department. Quinn Budzik from Hoover High won first place and Lucy Levin from Crescenta Valley High won second place in the poster contest. Hailey Hoang and Kelly Fung from Rosemont Middle School won first place in the video contest and second place went to John Nguyen from Roosevelt Middle School. All students are donating their monetary awards to various clubs.
2. Brent Beerman, CVHS drama teacher, thanked the Board for their continuing support of the development of his original project, *A Journey of Angels*. The Board's commitment to this musical has allowed them to teach Armenian and non-Armenian students and community leaders about the events surrounding the Armenian Genocide. They look forward to continuing to give a face to the historical facts of 1915 and honoring the voices of the survivors by teaching text, such as "My Mother's Voice" by Dr. Kay Mouradian, in the classrooms and using art as a medium addressing racism and genocide on the stage. He gave a poster signed by each cast and artistic team member to the Board and Dr. Kelly King.

INFORMATION

1. Acknowledgements of Service
2. Proposed Revised or Retired Board Policies Relating to Community Relations, Instruction, and Bylaws of the Board
3. English Learner Pathways in Middle and High School
4. Senate Bill 217 - Special Education Early Intervention Grant Program
5. Proposed Basic and Supplementary Textbooks for Use in Middle and High Schools in the Area of World Language and Culture
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

INFORMATION (Continued)

7. Proposed New Course of Study Outline for Use in High Schools in the Areas of Career Technical Education and Science
8. Resolution in Support of Assembly Bills 1505 and 1507 – Regulating Charter Schools
9. Update on Measure S and Facility Programs

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

ACTION REPORTS

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

It was moved by Mr. Krikorian and seconded by Ms. Nahabedian 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. 36 – In Support of Senate Bill 217 – Special Education Early Intervention Grant Program

It was moved by Ms. Nahabedian and seconded by Mr. Sahakian 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 for the Implementation of the California Next Generation Science Standards for GUSD High Schools

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

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

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

MINUTES: June 4, 2019 – Regular Board Meeting

ACTION REPORTS (Continued)

5. Rejection of Bids for Bid No. 186-18/19 for Site Improvements and Portable Building Installation at Balboa Elementary School

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

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

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

7. Award of Bid No. 188-18/19 for LED Lighting Upgrades at Various School Sites

It was moved by Mr. Krikorian and seconded by Mr. Sahakian to approve Action Report No. 7, as recommended. Motion approved by the following vote: AYES—Krikorian, Nahabedian, Sahakian, and Freemon. ABSTENTION—Gharpetian.  
(4-0-1)

8. Award of Bid No. 189-18/19 for Installation of Two (2) Ball Walls and Shade Structure at Verdugo Woodlands Elementary School

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

9. Award of Bid No. 190-18/19 for Installation of New Copper Piping at Wilson Middle School

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

10. Resolution No. 38 – In Support of Assembly Bills 1505 and 1507 – Regulating Charter Schools

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 Freemon.

CONSENT CALENDAR

1. Minutes
  - a) Regular Meeting No. 36, May 21, 2019
  - b) Special Meeting No. 37, May 28, 2019

MINUTES: June 4, 2019 – Regular Board Meeting

CONSENT CALENDAR (Continued)

2. Certificated Personnel Report No. 19
3. Classified Personnel Report No. 18
4. Warrants totaling \$1,266,426.76 for May 14, 2019 through May 24, 2019.
5. Purchase Orders \$478,020.69 for the period of May 13, 2019 through May 17, 2019.
6. Appropriation Transfer and Budget Revision Report
7. District Membership in Designated Associations and Organizations for 2019-20
8. Agreement with the Los Angeles County Office of Education for Data Processing Services, 2019-20
9. Agreement with the Los Angeles County Office of Education for Business and Financial Data Processing Services, 2019-20
10. Approval of Memorandum of Understanding with Davidian and Mariamian Educational Foundation for Rental of Unoccupied Space
11. Approval of Agreement with Glendale Community College for Use of Facilities
12. Extension of Memorandum of Understanding with Glendale Young Women's Christian Association (YWCA)
13. Authorization to Dispose of Surplus Property
14. 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
16. Approval of Revised Board Policy Relating to Community Relations
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
18. Approval for Renewal of Contract with Panorama Education for Social-Emotional Learning Support in 2019-2020
19. Approval of a Memorandum of Understanding Between Glendale Unified School District and the City of Glendale Public Library
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

CONSENT CALENDAR (Continued)

21. Acceptance of DonorsChoose Awards
22. Resolution No. 37 – Board Member Compensation for an Absence in Accordance with Education Code Section 35120

It was moved by Mr. Krikorian and seconded by Mr. Sahakian to approve the Consent Calendar, as presented. Motion approved unanimously except on the following items: Consent Calendar #2-Mrs. Freemon abstained and Consent Calendar #22-Mr. Krikorian abstained. AYES—Gharpetian, Krikorian, Nahabedian, Sahakian, and Freemon.

REPORTS FROM THE BOARD

Mr. Krikorian said today is a big voting date for LAUSD - Measure EE. Today is also the 100<sup>th</sup> anniversary of the 19<sup>th</sup> amendment of the Constitution giving women the right to vote. He announced September 27 is the 30<sup>th</sup> Annual Women Achievers event at the Castaways. He spoke about the Business Life Journalism Scholarship in honor of his father and the Business Life Women Achievers Scholarship. They honored two students this year, one from Crescenta Valley High, and one from Clark Magnet High. He enjoyed visiting Hoover High today to see the “mock interviews.” Every year since 2001, he has told the students to please be safe during graduation. This year, his youngest child, Haik, is graduating from Hoover High. He and Mr. Sahakian will be at Hoover High’s graduation.

Mr. Sahakian said it has been a busy season of awards. He congratulated all of our students, teachers, and staff. He will be able to attend the promotion and graduation ceremonies of about half of our schools this year and looks forward to celebrating with our students.

Dr. Gharpetian said it has been fun celebrating our students’ achievements. It is the best time of the year. Richard Mirzoian won the prestigious GHS Pat Navolanic Memorial Award. Tomorrow, a tree planting ceremony will take place at Monte Vista and Jefferson honoring last year’s winners of the “I Love My Neighborhood” poster contest. She thanked Mr. and Mrs. Beerman for the flowers. The play, *A Journey of Angels*, is a show that everyone needs to see. It’s a very emotional and unique musical. She can’t wait to see the final product. She wished everyone a happy graduation.

Ms. Nahabedian enjoyed attending Clark Magnet’s Senior Awards night. It is a meaningful time of year with all the celebrations. She attended GTA’s retirement reception for our teachers last week, and she congratulated all of our staff members who are retiring this year. She is excited that Sophia James will be at GCC and is willing to come back to help our next student board member. Next week is graduation. She wished everyone an enjoyable and safe graduation.

MINUTES: June 4, 2019 – Regular Board Meeting

REPORTS FROM THE BOARD (Continued)

Mrs. Freemon enjoyed her participation at Muir’s Career Day and had an opportunity to speak with three 3<sup>rd</sup> grade classes. She had the students write their first names and what they were going to be when they grew up. She wanted to know what is in their future to make sure we are preparing them for their future. She congratulated Dr. Gharpetian for winning the cowbell contest at the Rosemont Pop Concert. All of our musical programs celebrate the accomplishments of our students. She attended the Five Star Education Coalition meeting. CSBA is trying to start a statewide conversation around Special Education. There are some funding challenges unique to Special Education. The funding we get does not meet the needs of our kids. The Five Star Education Coalition is trying to get information to target our advocacy efforts so that the state has a clear understanding of the resources that are needed for our kids to prepare them for their future. She wished everyone a safe graduation.

REPORT FROM THE INTERIM SUPERINTENDENT

Dr. King announced we received notification from Educational Results Partnership-Campaign for Business and Education Excellence naming GUSD as a California Honor Roll District. Further, the following schools were named as Honor Roll schools for demonstrating high student academic achievement and closing the achievement gap among student populations: Clark Magnet High, Balboa Elementary, Crescenta Valley High, Toll Middle, Glendale High, Hoover High, Mann Elementary, Muir Elementary, La Crescenta Elementary, Mark Keppel Elementary, Monte Vista Elementary, R.D. White Elementary, Roosevelt Middle and Wilson Middle schools.

RETURN TO CLOSED SESSION

The Board returned to Closed Session at 9:11 p.m.

RETURN TO REGULAR MEETING

The Board returned from Closed Session at 9:47 p.m. where no action was taken.

ADJOURNMENT

There being no further business, President Freemon adjourned the meeting at 9:47 p.m.

\_\_\_\_\_  
Jennifer Freemon  
President, Board of Education

\_\_\_\_\_  
Shant Sahakian  
Clerk, Board of Education

Board of Education Minutes - Regular Meeting, June 4, 2019  
Recorded by: Ms. Phyllis F. Ishisaka, Executive Assistant to the Superintendent  
Approved by the Board of Education:

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

CERTIFICATED PERSONNEL REPORT NO. 20

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. 20

---

It is recommended that the following report be approved as presented:

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Health Leave of Absence</u>		
1.	Botsford, Michele Teacher, Special Education Columbus Elementary	5/06/19 through 8/05/19
<u>Change of Health Leave of Absence</u>		
1.	Vartanian, Lilit Teacher, Regular Social Science Clark Magnet High School	2/14/19 through 6/11/19
<u>Extension of Health Leave of Absence</u>		
1.	Barsegyan, Anush Teacher, Early Education Jefferson Elementary EEELP	12/06/18 through 9/06/19
2.	Lewis, Andrea Teacher, Regular Physical Education Glendale High School	5/01/19 through 6/11/19

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Extension of Health Leave of Absence (Cont.)</u>		
3.	Sparks, Ashley Teacher, Regular Jewel City Daily High School	4/24/19 through 6/15/19
<u>Family &amp; Medical Leave of Absence</u>		
1.	Botsford, Michele Teacher, Special Education Columbus Elementary	5/06/19 through 8/05/19
<u>Change of Family &amp; Medical Leave of Absence</u>		
1.	Vartanian, Lilit Teacher, Regular Social Science Clark Magnet High School	2/14/19 through 6/11/19
<u>Extension of Family &amp; Medical Leave of Absence</u>		
1.	Lewis, Andrea Teacher, Regular Physical Education Glendale High School	5/01/19 through 6/11/19
<u>Study Leave of Absence</u>		
1.	Hakopian, Narineh Assistant Principal Rosemont Middle School	7/01/19 through 6/30/20



	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Additional Assignment</u>		
1.	Alarcon, Jamie Carrasco, Antonia Collins, Kathleen Dilanchyan, Janet Glusovich, Kelly Gonzalez, Jose Alfredo Grigoryan, Satenik Janairo, Brenda Kmbikyan, Alis Minasyan, Nvard Mohamadi, Donna Moriarity, Donald Quock, Gar Van, Michelle	Teachers, as needed, to do beginning of year planning Daily High School
		8/01/19 through 8/16/19 \$30.00 per hour Not to exceed 6 hours 01.0 02000.0 32000 10000 1130 0400000
2.	Dominguez, Ondina Myles, Robbie Zatarain, Barbara	Teacher, as needed, to work as Stage Manager at:  Crescenta Valley HS Hoover High School Wilson Middle School
		7/01/19 through 6/30/20 \$27.00 per hour Civic Center 01.0 00000.0 81000 50001 1930 0000640
3.	Burt, Christina Kzlyan, Armeni	Teacher Specialist and teacher to serve as Assistants to the Principal at Horace Mann (1 gen ed; 1 SpEd) Mann Elementary
		8/21/19 through 6/10/19 \$72.12 per month/11 months Not to exceed \$793.32 each 01.0 00000.0 11301 10000 1170 0005616
4.	Hong, Nancy	Coordinator I, as needed, to support FLAG program Educational Services
		7/01/19 through 6/30/20 Daily rate of pay Not to exceed 15 days Administration – Educational Services 01.0 00000.0 00000 71001 1334 0007616

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Additional Assignment (Cont.)</u>		
5.	Kohlmeier, Kris Teacher Specialist, as needed to assist with Teacher Technology Academies, Student Information System, Parent Outreach, Summer School and Training of clerks and admin. ETIS	7/01/19 through 6/30/20 Daily rate of pay Not to exceed 25 days total Education Technology & Information Services 01.0 00000.0 00000 21006 1130 0000635
6.	Schroeder, Kelly Teacher, as needed, for Assistant to the Principal Mountain Avenue ES	8/19/19 through 6/30/20 Not to exceed \$793.32 (\$72.12 per month/11 monthly payments) 01.0 00000.0 11301 10000 1170 0005616
7.	Valdez, Iris Teacher, as needed, to update school's website at Balboa Elementary	8/17/18 through 5/07/19 \$27.00 per hour for planning Not to exceed \$297.00 total 01.0 01000.0 11100 10000 1130 2000000

Election to Management Position

1.	Ekchian, Vivian Superintendent Superintendent Office	Effective 7/01/19 246 days
2.	Ortiz-Cubias, Sara Psychologist Special Education	Effective 8/15/19 205 days
3.	Terman, Rochelle Psychologist Special Education	Effective 8/15/19 205 days

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily</u>		
1.	Buensuceso, Elena (Balboa Elementary) Elzanaty, Mohammed Y. (Roosevelt MS) Lombardi, John (Wilson MS)	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
		6/05/19 \$27.00 per hour Not to exceed \$162.00 total Title II 01.0 40352.0 11100 10000 1130 0000673
2.	Babakhanian, Anna Balabanyan, Nvart Berberyan, Mariam Beshlian, Alice Burt, Christina Castillo, Liliana Garibyan, Monika Gonzalez, Alina Kataroyan, Talin Kzlyan, Armenui Lee, Jessica Nazarian, Tania O'Rourke, Roxanne Roses, Lauren Tam, Anamarie Yim-Kurosu, Marcella	Teachers, as needed, to attend a planning day for school year 19-20 at Mann Elementary
		6/14/19 Daily substitute rate of pay Not to exceed \$2,640.00 total 01.0 01000.0 11100 10000 1130 3500000
3.	Collaso, Margarita Guerrero, Stephanie McTear, Brady Ortega, Claudia Williams, Caitlin Wisinski, Robyn	Teachers, as needed, to assess incoming kinder students at Edison Elementary School
		6/08/19 through 6/30/19 Substitute rate of pay Not to exceed 21 days, \$3,465.00 total Supplemental 01.0 01000.0 11100 10000 1130 2500000

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
4.	Collaso, Margarita Guerrero, Stephanie McTear, Brady Ortega, Claudia Williams, Caitlin Wisinski, Robyn	Teachers, as needed, to assess incoming kinder students at Edison Elementary School
		8/05/19 through 8/16/19 Substitute rate of pay Not to exceed 21 days, \$3,465.00 total Title I 01.0 30100.0 11100 10000 1130 2500000
5.	Derusha, Lisa Lapostol, Diane Naka, Kimberli Quinonez, Yvonne Savage, Suzanne	Teacher, as needed, to support the instructional program at La Crescenta Elementary
		12/01/18 through 5/30/19 \$30.00 per hour Not to exceed 10 hours each total Supplemental Program 01.0 01000.0 11100 10000 1130 3200000
6.	Braggins, Elena Carroll, John Fox, Frank Kamiya, Randall Marmie, Kenneth Mercado, Geraldine Petrosian, Jozet	Teachers, as needed, for STEAM Professional Development/training at Roosevelt Middle School
		7/01/19 through 8/16/19 Daily substitute rate of pay Not to exceed 2 days each total Title I 01.0 30100.0 11100 10000 1130 0500000
7.	Arlington, Alicia Braggins, Elena Loaiza, Peter Pascale, Jean-Marie Rodriguez, Corina	Teachers to implement “Where Everyone Belongs/WEB” to meet LCAP goal 3-1 and to implement incoming student mentoring program at Roosevelt Middle School
		7/01/19 through 8/16/19 Daily substitute rate of pay Not to exceed 4 days each total Supplemental Program 01.0 01000.0 11100 10000 1130 0500000

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>	
<u>Election Hourly/Daily (Cont.)</u>			
8.	<u>Columbus Elementary</u> Sasse, Collin  <u>Dunsmore Elementary</u> Gibney, Rain Nagao, Karen Orozco, Sherry  <u>Edison Elementary</u> Garcia, Veronica Ramos, Luz  <u>Franklin Elementary</u> Hartell-Ventura, Antonella Satamian, Taline  <u>Glenoaks Elementary</u> Hamo, Matthieu Henry Nicoll, Carol Holden, Christine  <u>Keppel Elementary</u> Bamberger, Debra Faieta, April Hong, Jenny Kim, Liz You, Esther  <u>La Crescenta Elementary</u> Ciccarelli, Julie  <u>Muir Elementary</u> Huerta, Maria  <u>Valley View Elementary</u> Corluyan, Nooneh	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	5/28/19 through 6/07/19 \$27.00 per hour Not to exceed \$1,700.00 total Title II 01.0 40352.0 11100 10000 1130 0000673

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
8.	<u>Verdugo Woodlands Elementary</u> Tanabe, Saki	
	<u>Roosevelt Middle School</u> Ventresca, Dianne	
	<u>Rosemont Middle School</u> DaVolio, Jacqueline Gang, Mark Hoang, Kevin McMillin, Krista Young, Celine	
	<u>Toll Middle School</u> Browne, Nicole	
9.	Buarenos, Noelle Kasmanian, Janna Laux, Dennis Marcheque, Chester Phillips, Esther	Teachers and substitute teachers, as needed, to provide summer school class for Fresh Start and Health Hoover High School
		6/17/19 through 7/19/19 Summer school rate of pay Not to exceed \$18,078.76 Title I – Alternative Support 01.0 30100.0 11100 10000 1130 0300865
10.	Extra-Curricular Assignments	Second Semester 2018-2019
<u>FRANKLIN ELEMENTARY</u>		
	Mazza, Cristina Prado, Iracema	Math Field Day Math Field Day
<u>LA CRESCENTA ELEMENTARY</u>		
	Derusha, Lisa J. Lapostol, Diane E. Naka, Kimberli	Math Club Coding Club Upper Grades Robotics Primary Robotics
	Quinonez, Yvonne Savage, Suzanne	Math Club Coding Club

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
11.	Extra-Curricular Assignments	Spring 2018-2019
<u>CRESCENTA VALLEY HIGH SCHOOL</u>		
	Mulder, Kurt Rossi, Marissa Simon, Matthew	Off-season girls volleyball Off-season girls volleyball Off-season girls volleyball
12.	Briggs, Robert	Retired teacher, as needed, to work as Stage Manager at Glendale High School
		7/01/19 through 6/30/20 \$27.00 per hour Civic Center 01.0 00000.0 81000 50001 1930 0000640
13.	Celic, Laura	Language, Speech & Hearing Specialist, as needed, to provide support for SELPA Early Start Program
		6/13/19 through 8/16/19 Daily rate of pay Not to exceed 22 days SELPA Early Start Program 01.0 33853.0 57100 11100 1130 0000668
14.	Dionisio, Benedict	Teacher Specialist, as needed, to complete end of 18-19 school year work related to Categorical Programs at Jefferson Elementary School
		6/13/19 through 6/21/19 Daily rate of pay Not to exceed 7 days total Title I 01.0 30100.0 11100 10000 1130 3000000
15.	Johnson, Gail A.	Retired Counselor, as needed, to evaluate foreign transcripts for new upcoming students to GUSD Student Support Services
		7/01/19 through 6/30/20 \$30.00 per hour Not to exceed 200 hours 01.0 00000.0 00000 31101 1232 0004682

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
16.	Kleinberg, Sarah Teacher Specialist, as needed, to work during summer on end of 18-19 year reports, budgets, summer professional development, planning the 19-20 year intervention program, as well as supervise the summer school intervention program at Glendale High School	7/01/19 through 6/30/20 Daily rate of pay Not to exceed 10 days total Title I 01.0 30100.0 11100 10000 1130 0200000
17.	Kleinberg, Sarah Teacher Specialist, as needed, to work during summer on end of 18-19 year reports, budgets, summer professional development, planning the 19-20 year intervention program, as well as supervise the summer school intervention program at Glendale High School	7/01/19 through 6/30/20 Daily rate of pay Not to exceed 10 days total Supplemental 01.0 01000.0 11100 10000 1130 0200000
18.	Puig, Raysa Retired Teacher, as needed, to conduct Kindergarten Readiness Assessment Student Support Services	7/01/19 through 6/30/20 \$30.00 per hour Not to exceed 20 days 01.0 00000.0 19028 10000 1130 001682
19.	Pugel Gamez, Nicole Teacher, as needed, to supervise Bistro students to provide refreshments and food for the GHS ELD Awards at Glendale High School	5/28/19 through 6/07/19 \$30.00 per hour to work with students Not to exceed 8 hours total Supplemental 01.0 01000.0 11100 10000 1130 0200000



	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
20.	Extra-Curricular Assignments, Official National Board Certification	2018-2019 School Year First & Second Semester
	Sarkissian, Adrineh	
21.	Simonyan, Hasmik	Teacher Specialist, as needed, to work during summer on end of year reports, budgets, current and incoming EL enrollment and placement, summer professional development, and intervention summer school at Wilson Middle School
		7/01/19 through 6/30/20 Daily rate of pay Not to exceed 10 days total Title I 01.0 30100.0 11100 1000 1130 0800000
22.	Simonyan, Hasmik	Teacher Specialist, as needed, to work during summer on end of year reports, budgets, current and incoming EL enrollment and placement, summer professional development, and intervention summer school at Wilson Middle School
		7/01/19 through 6/30/20 Daily rate of pay Not to exceed 10 days total Supplemental 01.0 01000.0 11100 1000 1130 0800000

Additional Compensation

1.	Nakaya, Paula Cutter, Emma Staab, Rachel	Teachers, as needed, for classroom move College View School	6/13/19 through 6/14/19 Substitute rate of pay Not to exceed 2 days 01.0 00000.0 19005 10000 1160 0000612
----	--	--	---

Effective Dates  
And Salary Rate

Position

Additional Compensation (Cont.)

2. The following teacher qualifies to receive the Doctoral Degree stipend of \$100.00 per month effective 5/01/19:

Solsona Puig, Jordi      Toll Middle School

Transportation Authorization – Management Positions

1. It is recommended that persons in the following management positions be authorized to receive reimbursements for transportation expenses at the rate of 58¢ per mile, effective July 1, 2019 – June 30, 2020.

225 Day Employees

Assistant Director, Student Support Services  
Associate Principal, Senior High School  
Coordinator I, Instructional Technology  
Coordinator II, Student Support Services  
Coordinator III, Career & Technical Education  
Coordinator III, Categorical Programs  
Coordinator III, Health Services  
Coordinator III, Special Education  
Coordinator III, Assessment and Accountability  
Executive Director, Elementary Education  
Executive Director, Secondary Services  
Executive Director, Special Education  
Director, Categorical Programs & Intervention  
Director, EEELP  
Director, Human Resources  
Director, Special Education  
Director, Student Support Services  
Director, Teaching & Learning  
Principal, Continuation High School  
Principal, Magnet High School  
Principal, Middle School  
Principal, Senior High School  
Program Supervisor, EEELP

Effective Dates  
And Salary Rate

Position

Transportation Authorization – Management Positions (Cont.)

210 Day Employees

Assistant Principal, Middle School  
Assistant Principal, Senior High School  
Coordinator I, FLAG Program  
Coordinator I, Special Education  
Coordinator II, Healthy Start  
Coordinator II, Special Education  
Coordinator III, Math  
Principal, Elementary School

205 Day Employees

Assistant Principal, Elementary School  
Coordinator I, Teaching & Learning  
Psychologist

Authorization

1. Pursuant to Sections 35172 and 35173, and 44032 of the Education Code:

Members of the Board of Education – Nayiri Nahabedian  
Jennifer Freemon  
Gregory S. Krikorian  
Shant Sahakian  
Dr. Armina Gharpetian

Dr. Vivian Ekchian, Superintendent of Schools  
Dr. Kelly King, Assistant Superintendent, Educational Services  
Mr. Stephen Dickinson, Chief Business and Financial Officer, Business Services  
Dr. Cynthia M. Foley, Assistant Superintendent, Human Resources/Director of Classified Personnel

may collectively, or any one of the above-named persons is hereby directed, for the period beginning July 1, 2019 and ending June 30, 2020, and unless and until otherwise directed by this Board, to attend meetings within the State of California called by the State Superintendent of Public Instruction, the State Board of Education, regular or interim committees of the California Legislature; to attend meetings of the State Legislature, or to discuss school district business with representatives of the United States; or to attend within the State, meetings of any society, association, or organization for which the school district has subscribed for membership, or any

Position Effective Dates  
And Salary Rate

Authorization (Cont.)

convention held in connection therewith; or to attend councils or commissions of the State of California; or accreditation meetings; or to visit schools in the State of California for the discussion or observation of any school matter appertaining to the duties of the employee or any question of interest to the school district, or to attend within the State any meetings relating to public school matters. Mileage at the District established rate is authorized for all District related travel. An advance of funds may be obtained to cover such expenses, with the advance to be repaid or adjusted upon the filing of a regular claim for the actual expenses incurred.

Members of the Board of Education – Nayiri Nahabedian  
 Jennifer Freemon  
 Gregory S. Krikorian  
 Shant Sahakian  
 Dr. Armina Gharpetian

Dr. Vivian Ekchian, Superintendent of Schools

may collectively, or any one of the above-named persons is hereby directed, for the period beginning July 1, 2019 and ending June 30, 2020, and unless and until otherwise directed by this Board, to travel throughout the United States to attend conferences concerned with educational and/or financial matters, educational legislation, or with federal appropriations to schools, or to visit schools for the discussion or observation of any school matter appertaining to the duties of the employee or any question of interest to the school district. An advance of funds may be obtained to cover such expenses, with the advance to be repaid or adjusted upon the filing of a regular claim for the actual expenses incurred.

Transportation Authorization

1.	Lancaster, Patrick Mardirosian, Tadeh	Teachers, as needed, for various sites, as Athletic Directors at Glendale High School	8/20/18 through 6/06/19 54.5 cents per mile (2018) 58 cents per mile (2019) 01.0 00000.0 15003 42000 5210 0003682
2.	Kohlmeier, Kris	Teacher Specialist, as needed ETIS	7/01/19 through 6/30/20 58 cents per mile Education Technology and Information Services 01.0 00000.0 00000 24202 5210 0000635

<u>Position</u>	<u>Effective Dates And Salary Rate</u>
-----------------	--

Authorization

1. 2019-2020 Indefinite Salaries

As a result of financial uncertainties, negotiations, legislation and other factors, the governing board hereby declares that all certificated management, confidential and other unrepresented employee salaries are declared indefinite from 7/01/19 through 6/30/20.

Revision to Previous Personnel Report

1. Revision to Board Report No. 10, December 11, 2018

Page 7, Item 9

Neskovska, Elizabeta	Teacher, as needed, to provide extended day class for Els in grades 3-6 to prepare for CAASPP at Valley View Elementary	1/07/19 through 5/10/19 \$30.00 per hour for teaching \$27.00 per hour for prep time Not to exceed \$969.00 Title III – EL 01.0 42030.0 11100 10000 1130 4100673
----------------------	---	--

Increase amount to read:	Not to exceed \$1,113.00
--------------------------	--------------------------

2. Revision to Board Report No. 7, October 16, 2018

Page 12, Item 14

Rovello, Cindy Soo-Parker, Alice Vales, Heather	Teachers, as needed, to work with students in the Robotics After School Program at Lincoln Elementary	10/01/18 through 3/29/19 \$27.00 per hour to plan \$30.00 per hour to teach Not to exceed \$540.00 total Supplemental Funds 01.0 01000.0 11100 10000 1130 3300000
---	---	---

Change dates to read:	10/21/18 through 4/25/19
-----------------------	--------------------------

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Revision to Previous Personnel Report (Cont.)</u>		
3.	Revision to Board Report No. 8, November 5, 2018	
	<u>Page 13, Item 17</u>	
	Melkoian, Miganoush Minasyan, Nina Yarjanyan, Ashken	Teacher, Teacher Specialist, as needed, to create and develop an Armenian test to assess the language fluency of students applying for dual immersion in Armenian Student Support Services
		8/25/18 through 9/15/18 \$27.00 per hour Not to exceed 52 hours each FLAG Support Fund 01.0 00000.0 00000 21004 1130 0008682
	Change dates to read:	8/25/18 through 1/11/19
4.	Revision to Board Report No. 19, June 4, 2019	
	<u>Page 9, Item 8</u>	
	Various names	Teachers, Substitute Teachers, and Retirees, as needed, to provide Initial ELPAC testing at Welcome Center Categorical Programs
		7/01/19 through 6/30/20 \$30.00 per hour for testing Not to exceed \$56,000.00 total Welcome Center – ELPAC 01.0 00000.0 11308 10000 1130 0002673
	Add the following name: Wells, Patricia (Retiree)	
5.	Revision to Board Report No. 19, June 4, 2019	
	<u>Page 6, Item 11</u>	
	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
	Add the following name: Jensen, Lisa	

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Personal Services Agreement</u>		
1.	Harvey, John Consultant, as needed, to provide audio engineering and mixing services for the “A Journey of Angels” project at Hoover High School Educational Services	4/01/19 through 4/30/19 Not to exceed \$840.00 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 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 total.

CTE  
 01.0 63870.0 38000 10000 5220 0000684

2. It is recommended that approval be given to David Black to travel to attend the “NASA Marshall Spaceflight Center Tour” held at the US Space and Rocket Center & NASA Marshall SFC, in Huntsville, Alabama from June 22, 2019 through June 29, 2019, with all necessary expenses, including food, to be paid. Not to exceed \$1,850.00 total.

Not to exceed \$1,150 total:  
 01.0 94010.0 38000 10000 5220 0900000

Not to exceed \$700 total:  
 01.0 00000.0 11303 10000 5220 0900000

Position

Effective Dates  
And Salary Rate

Conference/Workshop/Meeting Authorization (Cont.)

3. It is recommended that approval be given to Orenda Tuason, to attend the “Skills USA 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 0000684



GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

CLASSIFIED PERSONNEL REPORT NO. 19

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. 19

---

It is recommended that the following report be approved as presented:

	<u>Location</u>	<u>Months/Hours, and Salary Rating</u>
<u>Medical Leave of Absence</u>		
1. <u>Education Assistant II</u> Morrow, Lisbeth	Mountain Avenue	05/07/19 through 08/25/19
2. <u>Senior Administrative Secretary</u> Ovanessian, Janet	Roosevelt	07/25/19 through 08/07/19
3. <u>Typist Clerk III-Confidential</u> Deione, Rachel	Public Information	05/01/19 through 06/03/19
4. <u>Typist Clerk III</u> Hakopian, Arline	Nutrition Services	06/12/19 through 07/08/19
5. <u>Typist Clerk II</u> Hidalgo, Norma	SELPA	05/15/19 through 07/15/19

	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Change of Medical Leave of Absence</u>		
1. <u>Groundswoker</u> Gomez, Carlos	FASO	01/30/19 through 05/15/19
<u>Extension of Medical Leave of Absence</u>		
1. <u>Cafeteria Worker I</u> Isagholi, Ayda	Wilson	04/17/19 through 05/29/19
2. <u>Custodian I</u> Casillas, Carlos	FASO	04/25/19 through 06/02/19
Valencia, Nora	FASO	04/15/19 through 05/23/19
3. <u>Manager Cafeteria, Secondary School-Non Transport</u> Sarkis-Adwar, Lina	Toll	04/18/19 through 06/02/19
<u>Family &amp; Medical Leave of Absence</u>		
1. <u>Education Assistant I</u> Khatchatourian, Greta	Keppel	05/16/19 through 05/31/19
2. <u>Senior Administrative Secretary</u> Ovanessian, Janet	Roosevelt	07/25/19 through 08/07/19
3. <u>Typist Clerk III-Confidential</u> Deione, Rachel	Public Information	05/01/19 through 06/03/19
4. <u>Typist Clerk III</u> Hakopian, Arline	Nutrition Services	06/12/19 through 07/08/19
5. <u>Typist Clerk II</u> Hidalgo, Norma	SELPA	05/15/19 through 07/15/19

Effective Dates,  
Months/Hours, and  
Salary Rating

Location

Maternity Leave of Absence

1. Education Assistant Intensive Support  
Shahverdy, Narineh      Special Education      07/01/19 through 09/15/19

Child Care Leave of Absence

1. Education Assistant Intensive Support  
Shahverdy, Narineh      Special Education      09/16/19 through 06/30/20

Reinstatement

1. Education Assistant I  
Carias, Ana      EEELP      06/03/2019; 12/3; 3-9  
12.0 61052.0 85000 10000 2110 0000671

Suspension Without Pay - Disciplinary  
2019-cl- 17298

05/31/19

Termination - Probationary  
2019-cl-82129

06/07/19

	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Additional Assignment Temporary - At Established Rate of Pay</u>		
1. <u>Assistant to the Physically Handicapped</u> Flores, Edgar	Glendale	06/12/19 Not to exceed 2 hours Special Education-SAI-Core 01.0 65000.0 57707 11200 2130 0000600
2. <u>Assistant to the Physically Handicapped-Substitute</u> Quiroz, Sandra	Glendale	06/08/19 Not to exceed 6 hours Special Education-IDEA 01.0 33100.0 57700 111000 2130 0000600
3. <u>Behavior Intervention Assistant</u> Duenas, Robert	Glendale	06/12/19 Not to exceed 2 hours Special Education-SAI-Core 01.0 65000.0 57707 11200 2130 0000600
4. <u>Cafeteria Worker I</u> Boyadjian, Eliza Dennis, Laura Gonzalez, Veronica Mirzakhany, Frida Nuno, Maria Shahverdian, Melina	Hoover	06/17/19 through 07/19/19 Not to exceed 3 hours a day, each 13.0 53100.0 00000 37000 2232 0300000
Almendra, Milagro Cardarodi, Lidosh	Roosevelt	06/17/19 through 07/19/19 Not to exceed 3 hours a day, each 13.0 53100.0 00000 37000 2232 0500000
Grigoryan, Lusik	Rosemont	06/17/19 through 07/19/19 Not to exceed 3 hours 13.0 53100.0 00000 37000 2232 0600000

Effective Dates,  
 Months/Hours, and  
Salary Rating

Location

Additional Assignment Temporary - At Established Rate of Pay - Continued

4. Cafeteria Worker I - Continued

Adamyian, Diana	Glendale	06/17/19 through 07/26/19
Danielians, Adrineh		Not to exceed 3 hours a day, each
Ghanbary, Rozik		13.0 53100.0 00000 37000 2232 0200000
Huff, Maria		
Macias, Monica		
Sayadyan, Katrin		
Ter-Harutyunyan, Helen		
Boghosian, Janet	Glendale	06/17/19 through 08/16/19
Ebramian, Marina		Not to exceed 5 hours a day, each
Karamian, Hilda		13.0 53100.0 00000 37000 2232 0200000
Matousian, Vartouhi		
Rostamians, Armineh		
Baghoomian, Margret	Toll	06/17/19 through 07/19/19
Ebrahimian, Roza		Not to exceed 3 hours a day, each
Manukyan, Manushak		13.0 53100.0 00000 37000 2232 0700000
Soliman, Sayeda		
Abrahimiy, Janet	Wilson	06/17/19 through 07/19/19
Kazarian, Vardanoush		Not to exceed 3 hours a day, each
		13.0 53100.0 00000 37000 2232 0800000
Avoyan, Selva	Glendale	06/17/19 through 08/09/19
Vallejo, Teresa		Not to exceed 3 hours a day, each
		13.0 53100.0 00000 37000 2232 0200000

Effective Dates,  
 Months/Hours, and  
Salary Rating

Location

Additional Assignment Temporary - At Established Rate of Pay - Continued

5. <u>Cafeteria Worker II</u> Amigon, Marisela Beidroosian, Shakeh Gharibian, Karoline Khachatryan, Hermine Mickhail, Emile Nadimyan, Yelena Petrosian, Ritan Stephanian, Nina	Glendale	06/17/19 through 08/16/19 Not to exceed 5 hours a day, each 13.0 53100.0 00000 37000 2232 0200000
6. <u>Cook/Baker</u> Amirkhanian, Nora	Glendale	06/17/19 through 08/16/19 Not to exceed 8 hours a day 13.0 53100.0 00000 37000 2232 0200000
Barrera, Anna	Toll	06/17/19 through 07/31/19 Not to exceed 5 hours a day 13.0 53100.0 00000 37000 2232 0700000
Diaz, Lilia	Wilson	06/17/19 through 07/31/19 Not to exceed 5 hours a day, each 13.0 53100.0 00000 37000 2232 0800000
Issagoolian, Berzwik Safaryan, Siranoush	Crescenta Valley	06/17/19 through 07/31/19 Not to exceed 5 hours a day, each 13.0 53100.0 00000 37000 2232 0100000
Keshishian, Hilda	Glendale	08/01/19 through 08/16/19 Not to exceed 8 hours a day 13.0 53100.0 00000 37000 2232 0200000

Effective Dates,  
 Months/Hours, and  
Salary Rating

Location

Additional Assignment Temporary - At Established Rate of Pay - Continued

6. Cook/Baker - Continued

Barrera, Anna	Crescenta Valley	08/01/19 through 08/16/19
Issagoolian, Berzwik		Not to exceed 8 hours a day, each
		13.0 53100.0 00000 37000 2232 0100000

Diaz, Lilia	Hoover	08/01/19 through 08/16/19
		Not to exceed 8 hours a day
		13.0 53100.0 00000 37000 2232 0300000

Safaryan, Siranoush	Clark	08/01/19 through 08/16/19
		Not to exceed 8 hours a day
		13.0 53100.0 00000 37000 2232 0900000

Solhtalba, Mitra	Roosevelt	06/17/19 through 08/16/19
		Not to exceed 8 hours a day
		13.0 53100.0 00000 37000 2232 0500000

Tarverdians, Laris	Rosemont	06/17/19 through 08/16/19
		Not to exceed 8 hours a day
		13.0 53100.0 00000 37000 2232 0600000

7. Clerk II

Salas, Cristina	Wilson	07/01/19 through 06/30/20
		Not to exceed \$1,536.00 total
		Supplemental
		01.0 01000.0 00000 27000 2430 0800000

8. Clerk III

Nazarian, Emma	Wilson	07/05/19 through 07/19/19
		Not to exceed \$2,100.00 total
		Supplemental
		01.0 01000.0 00000 27000 2430 0800000

	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Additional Assignment Temporary - At Established Rate of Pay - Continued</u>		
9. <u>Education Assistant II</u> Zendejas, Maria	Daily	06/17/19 through 07/19/19 Not to exceed 24 days Daily High School 01.0 00000.0 00000 27004 2430 0400000
10. <u>Elementary Yard Duty Assistant</u> Sinani, Karine	Educational Services	06/06/19 Not to exceed 2 hours 01.0 00000.0 11301 10000 2130 0005616
11. <u>Manager, Cafeteria, Secondary School - Transport</u> Esquivel, Rosario Panosian, Frida Shirvanian, Knarik	Various	06/20/19 through 08/09/19 Not to exceed 8 hours a day, each 13.0 53100.0 00000 37005 2340 0000662
12. <u>Manager, Cafeteria, Secondary School - Non-Transport</u> Avedian, Jasmen Isayan, Aida Gezalyan, Zaruhi Tadevossian, Liliya	Various	06/20/19 through 08/09/19 Not to exceed 8 hours a day, each 13.0 53100.0 00000 37005 2340 0000662
13. <u>Nutrition Services Driver</u> Jimenez, Nellie Sardari, Hasmik	Glendale	06/17/19 through 08/16/19 Not to exceed 8 hours a day, each 13.0 53100.0 00000 37000 2232 0200000
14. <u>Typist Clerk II</u> Bashian, Karin Giacoletti, Elmer	Glendale	06/17/19 through 07/19/19 Not to exceed \$5,500.00 total Summer School Fund 01.0 02000.0 00000 37001 2430 0006682



	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Change of Assignment</u>		
1. <u>Increase in Hours</u>		
a. <u>Education Assistant I</u> Aghasian, Valentin	Keppel From 9.25/3	06/03/19; 9.25/3.5 01.0 91500.0 85000 10000 2110 0000671
Masoumi, Fariba	Dunsmore From 12/3	07/01/19; 12/3.5 01.0 91400.0 85000 10000 2110 0000671
2. <u>Provisional Assignment</u>		
a. <u>Custodial Supervisor</u> Hernandez, Aristeo	Glendale From Custodian I, 11-9	05/28/19 through 06/14/19 8 hours a day 25-3 01.0 00000.0 00000 81006 2241 0200000
Ramos, Jose	Glendale From Custodian I, 11-7	06/17/19 through 07/05/19 8 hours a day 25-1 01.0 00000.0 00000 81006 2241 0200000

Effective Dates,  
Months/Hours, and  
Salary Rating

Location

Revisions to previous Board Reports

1. Revision to Personnel Report # 17, May 21, 2019

Page 6, Item 7

Additional Assignment Temporary - At Established Rate of Pay

Health Assistant LVN/RN

Salazar, Jennifer

Edison

06/13/19 through 06/19/19

Not to exceed 24 hours

01.0 00000.0 00000 27000 2430 2500000

Change hours to read:

Not to exceed 40 hours

2. Revision to Personnel Report # 17, May 21, 2019

Page 10, Item 11

Additional Assignments Temporary - At Established Rate of Pay

Typist Clerk II

Flowers, Cupid

Edison

08/05/19 through 08/12/19

Not to exceed 24 hours

01.0 00000.0 00000 27000 2430 2500000

Change hours to read:

Not to exceed 40 hours

Effective Dates,  
 Months/Hours, and  
Salary Rating

Location

Revisions to previous Board Reports - Continued

3. Revision to Personnel Report # 17, May 21, 2019

Page 10, Item 11

Additional Assignments Temporary - At Established Rate of Pay

Typist Clerk II

Flowers, Cupid

Edison

06/13/19 through 06/19/19

Not to exceed 24 hours

01.0 00000.0 00000 27000 2430 2500000

Change hours to read:

Not to exceed 40 hours

4. Revision to Personnel Report # 16, May 7, 2019

Page 6, Item 3b

Provisional Assignments:

Clerk III

Bashian, Karin

Glendale

From Clerk II

12-9

04/09/19 through 06/10/19

8 hours a day

16-8

01.0 00000.0 11303 10000 2410 0200000

Change dates to read:

04/09/19 through 06/28/19

Effective Dates,  
 Months/Hours, and  
Salary Rating

Location

Revisions to previous Board Reports - Continued

5. Revision to Board Report #1, July 17, 2018

Page 37, Item 12

Personal Services Agreement

Neel, Cristina	Consultant, as needed to provide dance lessons and supplies to students in grades K-5 at Mark Keppel Elementary	08/22/18 through 06/11/19 Not to exceed \$8,300.00 total 01.0 95100.0 11100 10000 5811 3100000
----------------	---	--

Change amount to read: Not to exceed \$9,300.00

Election of Classified Hourly Substitutes through 06/30/20

Hairapedian, Anita	R.D. White	08/01/19 through 06/30/20 Not to exceed 8 hours each day Not to exceed 2 days Administration 01.0 00000.0 00000 71001 2430 0007616
--------------------	------------	--

Effective Dates,  
 Months/Hours, and  
Salary Rating

Location

Election of Classified/Non Classified Hourly Substitutes through 06/30/20

1. Student Stage Crew II

Caal, Jose	Glendale	07/01/19 through 06/30/20
Calica, John		\$12.00 per hour
Camacho, Kaia		01.0 00000.0 81000 50001 2980 0000640
Castro, Kevin		
Garcia, Rheigne		
Grandes, Enrique		
Lucas, Emmett		
Rosa, Lorenzo		
Truong, Britney		
Yuba, Miako Victoria		

2. Student Stage Crew III

Arias, Jorge	Glendale	07/01/19 through 06/30/20
Barrera, Noemi		\$12.25 per hour
Davillo, Ainsley		01.0 00000.0 81000 50001 2980 0000640
De Leon, Julian		
Gomez, Shannel		
Rosas-Lopez, Miriam		
Velsa, Jenelle		

Effective Dates,  
 Months/Hours, and  
Salary Rating

Location

Election of Classified/Non Classified Hourly Substitutes through 06/30/20

3. Non-Student Stage Crew

Aquino, Ashley	Glendale	07/01/19 through 06/30/20
Aquino, Heather		\$14.80 per hour
Babadjanians, Emil		01.0 00000.0 81000 50001 2930 0000640
Bermudez, Alysha		
Castro, Dean		
Do, Samuel Young		
Hernandez, Enrique		
Jonson, James		
Kamali, Varag		
Karami, Garni		
Levin, Emily		
Lima, Yenina		
Lingat, Annalou		
Nieva, Honey		
Panossian, Mikiya		
Reyes, Aimee		
Reyes, Neil		
Sales, Mervyn		
Shahverdian, Artin		
Song, Joon		
Tarpinian, Nayrie		
Torio, Aaron		
Tsuchida, Jason		
Tumangan, Francis		
Van Houten, Nick		
Villa, Andrew		
Williams, Mark		
Williams, Matthew		
Williams, Michael		
Yeranosyan, Hagop		

Effective Dates,  
 Months/Hours, and  
Salary Rating

Location

Election of Classified/Non Classified Hourly Substitutes through 06/30/20

4. Stage Managers

Aquino, Ashley Babadjanians, Emil Bermudez, Alysha Do, Samuel Young Hernandez, Enrique Jonson, James Kamali, Varaq Levin, Emily Lingat, Annalou Mansourian, Henrik Nivea, Honey Reyes, Aimee Shahverdian, Artin Tarpinian, Nayrie Torio, Aaron Van Houten, Nick Williams, Mark	Glendale	07/01/19 through 06/30/20 \$18.00 per hour 01.0 00000.0 81000 50001 2930 0000640
--	----------	--

Effective Dates,  
 Months/Hours, and  
Salary Rating

Personal Services Agreement

	<u>Location</u>	
1. Arunachalam, Alamelu	Consultant as needed to the Academy of Science and Medicine	06/11/19 through 06/11/20 Not to exceed \$7,000.00 01.0 72201.0 38000 10000 5811 0100000
2. Clementel, Veronica	Consultant as needed to the Academy of Science and Medicine	06/11/19 through 06/11/20 Not to exceed \$4,000.00 01.0 72201.0 38000 10000 5811 0100000
3. Minassian, Armand	Consultant as needed to work in the cablecasting of the Board of Education meetings and other district projects	07/01/19 through 06/30/20 Not to exceed \$2,500.00 01.0 00000.0 00000 71004 5852 0000864
4. Mouradian, Tristan	Consultant, as needed to work in the cablecasting of the Board of Education meetings and other district projects	07/01/19 through 06/30/20 Not to exceed \$2,500.00 01.0 00000.0 00000 71004 5852 0000864



Effective Dates,  
Months/Hours, and  
Salary Rating

Location

Transportation Authorization – 2019-20

2. It is recommended that the individuals be authorized to receive transportation expenses at the rate of 58.0¢ per mile, effective July 1, 2019, through June 30, 2020:

Accounting Technician  
Accounting Supervisor  
Administrator: Planning, Development and Facilities  
Administrative Secretary-Confidential (Financial Services)  
Administrative Secretary-Confidential (Public Information & Administrative Services)  
Assistant Director, Classified Personnel  
Assistant Director, Educational Technology & Information Services  
Assistant Director, Facility & Support Operations  
Assistant Director, Financial Services  
Assistant Director, Nutrition Services  
Assistant Operations Coordinator  
Auditorium Facilities Supervisor  
Bond Controls Specialist  
Communications Director  
Coordinator, Employment Development/ Business Partnerships  
Director, Educational Technology & Information Services  
Director, Facility & Support Operations  
Director, Financial Services  
Director, Nutrition Services  
Director, Procurement and Contract Services  
Energy Conservation Manager  
Executive Assistant to the Superintendent  
Executive Director: Planning, Development & Facilities Department  
Executive Secretary (Business Services)  
Executive Secretary (Educational Services)  
Executive Secretary (Human Resources)  
Executive Secretary (Special Education)  
Facilities Project Manager  
Financial Analyst  
Grounds Supervisor  
Integrated Social Services Supervisor  
Maintenance Project Supervisor  
Manager, Cafeteria, Secondary School (Non-Transport)  
Manager, Cafeteria, Secondary School (Transport)  
Nutrition Network Coordinator  
Occupational Therapist

Effective Dates,  
Months/Hours, and  
Salary Rating

Location

Transportation Authorization – 2019-20 - Continued

2. It is recommended that the individuals be authorized to receive transportation expenses at the rate of 58.0¢ per mile, effective July 1, 2019, through June 30, 2020:

Operations Coordinator  
Payroll Supervisor  
Physical Therapist  
Project Controls Specialist  
Psychological Services Provider  
Purchasing Agent  
Regional Maintenance Supervisor  
Construction Manager  
Senior Human Resources Analyst  
SELPA Manager, Foothill SELPA  
Special Education Clerical Specialist  
Supervisor, Information Services  
Supervisor, Educational Technology & Information Services  
Supervisor, Nutrition Services  
Typist Clerk III Confidential (Human Resources)  
Typist Clerk III Confidential (Superintendent's Office)

Effective Dates,  
Months/Hours, and  
Salary Rating

Location

Transportation Authorization – 2019-20

3. It is recommended that the incumbents of the following classifications be authorized to receive transportation expenses at the rate of 58.0 ¢ per mile, effective July 1, 2019 through June 30, 2020:

Attendance Worker  
Behavior Intervention Assistant  
Buyer  
Clerk II (Health Office)  
Community Liaison-Bilingual  
Community Resource Specialist  
Custodian I  
Custodian II  
Custodian Supervisor  
Customer Support Technician  
Customer Support Technician/ Programmer  
Education Assistant II- Two or more locations  
Education Assistant - Intensive Support  
Facilities Project Assistant  
Food Services Driver  
Health Assistant – LVN/RN  
Human Resources Analyst  
Human Resources Technician  
Information Analyst  
Information Systems Analyst  
Interpreter for the Deaf  
Lead Custodian  
Maintenance Team Leader  
Network Technician  
Physical Education Assistant – Two or more locations  
SELPA Staff Assistant  
Senior Administrative Secretary  
Speech Pathology Assistant  
Technology Support Technician  
Translator/Interpreter  
Typist Clerk II-Health Office  
Typist Clerk II/Clerk II-ROP  
Typist Clerk III-Career Center  
Typist Clerk III-ROP Tech

Effective Dates,  
Months/Hours, and  
Salary Rating

Location

Transportation Authorization – 2019-20 - Continued

3. It is recommended that the incumbents of the following classifications be authorized to receive transportation expenses at the rate of 58.0 ¢ per mile, effective July 1, 2019 through June 30, 2020:

Certificated Services Technician (Human Resources)  
Human Resources/Credential Technician  
Vehicle & Equipment Mechanic  
Warehouse Worker/Inventory Specialist  
Warehouse Worker/Driver I

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 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 June 3, 2019 – June 11, 2019 as shown below totaling \$9,771,055.79, and “B” Form (Other than Payroll Warrants) issued May 1 – 31, 2019, totaling \$11,342,713.11 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
C1K-C	6206910 - 6206965	Certificated	\$ 6,993,445.84
C5K-C	6210187 - 6210269	Certificated	783,456.33
C5K-N	6210270 - 6210275	Classified	11,252.52
155-C	6213016 - 6213019	Certificated	235.98
E4V-C	2640930 - 2640930	Certificated	513.52
E4V-N	6214128 - 6214229	Classified	1,466,941.59
156-N	6219759 - 6219771	Classified	1,047.96
C3K-C	6223480 - 6223480	Certificated	3,285.28
C3K-N	6223481 - 6223678	Classified	500,205.61
157-C	6228904 - 6228908	Certificated	2,798.53
157-N	6228909 - 6228909	Classified	38.78
158-C	6231823 - 6231823	Certificated	636.08
158-N	6231824 - 6231830	Classified	7,197.77
<b>TOTAL</b>			<b>\$ 9,771,055.79</b>

GLENDALE UNIFIED SCHOOL DISTRICT  
 CONSENT CALENDAR NO. 4

SUMMARY OF COMMERCIAL WARRANTS ISSUED FROM  
 MAY 1 THRU MAY 31, 2019

OBJECT CODE	DESCRIPTION	NUMBER OF ENTRIES	AMOUNT
<b>1.0 GENERAL FUND</b>			
3932	OTHER DISTRICT PAID BENEFITS	2	3,645.04
4110	TEXTBOOKS	23	398,137.40
4210	BOOKS & OTHER REFERENCE MATERIAL	12	2,284.75
4220	LIBRARY BOOKS	3	725.46
4310	INST. MATERIALS & SUPPLIES	1,271	251,651.40
4312	INST. PERIODICALS & MAGAZINES	4	96.90
4317	COMMENCEMENT	15	3,416.00
4350	OFFICE & OTHER SUPPLIES	226	50,264.18
4351	PRINTING & REPRODUCTION	29	14,369.20
4353	EDIBLE SUPPLIES	146	27,877.85
4360	TIRES, FUEL AND OIL	4	12,667.66
4370	CUSTODIAL/OPERATION SUPPLIES	243	28,661.31
4372	POOL SUPPLIES	13	5,419.58
4380	MAINTENANCE SUPPLIES	11	2,453.92
4381	REPAIR SUPPLY & MATERIALS	125	80,397.07
4420	NON-CAP EQUIP -UNTAGGED	198	174,428.08
4430	NON-CAP EQUIP - TAGGED	87	292,547.75
5100	SUBAGREEMENT FOR SERVICES	2	5,665.08
5210	MILEAGE & CAR ALLOWANCES	109	10,927.45
5220	TRAVEL AND CONFERENCES	121	38,496.94
5310	DUES AND MEMEBERSHIPS	1	337.00
5510	NATURAL GAS SERVICES	10	31,350.02
5520	ELECTRICITY SERVICES	48	198,508.48
5530	WATER	47	41,117.73
5561	TRASH DISPOSAL	1	9,622.32
5562	SEWER CHARGES	47	12,768.33
5610	RENTALS, LEASES AND REPAIRS	53	199,342.41
5611	ETIS COPIER LEASES	25	4,298.19
5630	REPAIRS	71	47,644.48
5632	ETIS PRINTER MAINTENANCE	3	51,187.58
5804	NON-PUBLIC SCHOOL	46	388,766.73
5811	PERSONAL SERVICES	84	159,508.18
5812	NON-PSA SERVICE AGREEMENT	452	621,358.41
5813	UNIFORM SERVICES	2	5,391.28
5814	TRANSPORTATION	59	28,491.46
5815	OPERATING SERVICES	277	880,915.73
5816	NON-PUBLIC SCHOOL SERVICES	133	545,938.24
5821	LEGAL FEES	12	29,722.22
5823	SPEC ED LEGAL SETTLEMENTS	4	125,721.60
5828	SPED PARENT ATTORNEY FEES	1	14,490.00
5830	ADVERTISEMENT	1	252.05
5852	NON-INSTRUCTIONAL, CONSULTANTS	7	28,765.38
5853	CONTRACTUAL SERVICES	1	1,556.20

GLENDALE UNIFIED SCHOOL DISTRICT  
 CONSENT CALENDAR NO. 4

SUMMARY OF COMMERCIAL WARRANTS ISSUED FROM  
 MAY 1 THRU MAY 31, 2019

OBJECT CODE	DESCRIPTION	NUMBER OF ENTRIES	AMOUNT
5862	PHYSICALS FOR EMPLOYEES	4	6,955.56
5911	POSTAGE/UPS/FEDEX	18	985.83
5912	TELEPHONE	11	29,042.77
5914	DATA LINE	1	48.52
5916	OTHER PHONES	4	7,326.78
6210	ARCHITECT FEES ON BUILDINGS	1	10,950.00
6250	BUILDING CONSTRUCTION/IMPROV	1	176,890.00
6280	BUILDING INSPECTIONS	1	1,818.00
6293	PRINTING & DISTRIBUTION	2	231.40
6490	CAPITALIZED EQUIPMENT	4	116,654.34
7141	TUITION, EXS CST, SCH DIST	1	5,832.53
8650	TUITION, EXS CST, SCH DIST	1	1,000.00
8689	ALL OTHER FEES AND CONTRACTS	1	55.00
9320	STORES	1	14,320.15
9530	FRINGE BENEFITS SUBS - H&W	4	2,899,747.74
9551	SALES TAX PAYABLE	1	41.77
9601	EMPLOYEE FINAL PAY LIABILITY	2	2,728.31
		----- 4,087	----- 8,105,815.74
 <b>12.0 CHILD DEVELOPMENT FUND</b>			
4310	INST. MATERIALS & SUPPLIES	68	5,627.50
4350	OFFICE & OTHER SUPPLIES	13	1,571.95
4353	EDIBLE SUPPLIES	15	3,607.76
4370	CUSTODIAL/OPERATION SUPPLIES	1	72.26
5210	MILEAGE & CAR ALLOWANCES	3	189.98
5220	TRAVEL AND CONFERENCES	1	58.23
5812	NON-PSA SERVICE AGREEMENT	100	26,784.83
5911	POSTAGE/UPS/FEDEX	2	38.24
5916	OTHER PHONES	1	24.39
		----- 204	----- 37,975.14
 <b>13.0 CAFETERIA FUND</b>			
4350	OFFICE & OTHER SUPPLIES	4	313.61
4351	PRINTING & REPRODUCTION	2	1,117.89
4353	EDIBLE SUPPLIES	1	684.37
4360	TIRES, FUEL AND OIL	5	1,511.87
4380	MAINTENANCE SUPPLIES	35	4,082.35
4381	REPAIR SUPPLY & MATERIALS	1	196.00
4395	NON-FOOD SUPPLIES	6	29,215.91
4710	FOOD	92	313,977.67

GLENDALE UNIFIED SCHOOL DISTRICT  
 CONSENT CALENDAR NO. 4

SUMMARY OF COMMERCIAL WARRANTS ISSUED FROM  
 MAY 1 THRU MAY 31, 2019

OBJECT CODE	DESCRIPTION	NUMBER OF ENTRIES	AMOUNT
5310	DUES AND MEMEBERSHIPS	1	55.00
5563	PEST CONTROL	1	949.60
5610	RENTALS, LEASES AND REPAIRS	7	7,674.67
5815	OPERATING SERVICES	10	4,303.41
5817	MONEY PICK-UPS	1	2,641.95
5911	POSTAGE/UPS/FEDEX	1	7.35
5916	OTHER PHONES	1	183.06
8634	FOOD SERVICE SALES	4	323.50
9551	SALES TAX PAYABLE	1	286.05
		-----	-----
		173	367,524.26
	<b>21.1 MEASURE S PROJECTS FUND</b>		
4420	NON-CAP EQUIP -UNTAGGED	3	1,063.92
4430	NON-CAP EQUIP - TAGGED	6	40,240.92
5590	OPERATIONS & OTH HOUSEKEEPING	1	157.25
5610	RENTALS, LEASES AND REPAIRS	1	225.81
5821	LEGAL FEES	1	12,479.41
5852	NON-INSTRUCTIONAL, CONSULTANTS	1	2,647.50
5911	POSTAGE/UPS/FEDEX	2	46.88
6150	SURVEYS FOR SITE PURCHASES	2	14,400.00
6210	ARCHITECT FEES ON BUILDINGS	6	19,527.50
6231	DSA PLAN CHECK FEES	4	100,744.94
6250	BUILDING CONSTRUCTION/IMPROV	1	8,857.29
6252	OTHER CONSTRUCTION	17	102,480.17
6258	CONSULTANT COSTS	1	10,646.05
6275	CONST TSTNG ON BLDNGS & IMPROV	2	790.00
6282	MOVING-STORAGE	2	1,724.00
6293	PRINTING & DISTRIBUTION	4	182.58
6450	CMPTRS & OTHER CMPTR HARDWARE	1	20,134.82
6455	DATA/CABLING	5	510,692.34
6490	CAPITALIZED EQUIPMENT	6	45,987.81
		-----	-----
		66	893,029.19
	<b>21.2 CLEAN RENEWABLE ENERGY BONDS</b>		
6275	CONST TSTNG ON BLDNGS & IMPROV	1	317.50
		-----	-----
		1	317.50
	<b>40.1 SPEC RESERVE - CAPITAL PROJECTS</b>		
5520	ELECTRICITY SERVICES	2	463.13
5530	WATER	1	327.63
5562	SEWER CHARGES	2	208.28



GLENDALE UNIFIED SCHOOL DISTRICT  
 CONSENT CALENDAR NO. 4

SUMMARY OF COMMERCIAL WARRANTS ISSUED FROM  
 MAY 1 THRU MAY 31, 2019

OBJECT CODE	DESCRIPTION	NUMBER OF ENTRIES	AMOUNT
5563	PEST CONTROL	1	250.00
5610	RENTALS, LEASES AND REPAIRS	7	9,362.00
5630	REPAIRS	3	430.73
5815	OPERATING SERVICES	1	132.02
6210	ARCHITECT FEES ON BUILDINGS	1	3,000.00
6250	BUILDING CONSTRUCTION/IMPROV	1	200,450.00
6252	OTHER CONSTRUCTION	3	1,856.85
6293	PRINTING & DISTRIBUTION	2	802.33
		-----	-----
		24	217,282.97
	<b>67.0 SELF-INSURANCE FUND</b>		
5872	DELTA ADMINISTRATIVE FEES	2	13,132.30
5873	VSP CLAIMS	7	24,612.37
5874	VSP ADMINISTRATIVE FEES	1	4,134.43
5875	DELTA PAYMENTS	1	199,899.20
5877	MEDIMPACT CLAIMS	1	9,106.23
5878	MEDIMPACT PAYMENTS	1	296,672.39
		-----	-----
		13	547,556.92
	<b>67.1 WORKERS' COMPENSATION FUND</b>		
5815	OPERATING SERVICES	1	10,000.00
5852	NON-INSTRUCTIONAL, CONSULTANTS	1	11,814.92
		-----	-----
		2	21,814.92
	<b>67.2 EARLY RETIREMENT BENEFITS FUND</b>		
5815	OPERATING SERVICES	1	155,478.01
		-----	-----
		1	155,478.01
	<b>73.0 FOUNDATION TRUST FUND</b>		
7699	ALL OTHER FINANCING USES	6	2,628.17
		-----	-----
		6	2,628.17
	<b>76.0 WARRANT PASS-THROUGH FUND</b>		
9517	VOLUNTARY DEDUCTIONS	17	619,088.29
9518	TAX SHELTER ANNUITY	1	367,182.00
9588	ROTH IRA-LACOE USED ONLY	1	7,020.00
		-----	-----
		19	993,290.29
	<b>TOTALS</b>	<b>4,596</b>	<b>\$ 11,342,713.11</b>

#

GLENDALE UNIFIED SCHOOL DISTRICT

JUNE 18, 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 \$494,325.98 for the period of May 20, 2019 through May 31, 2019 as listed on the attached.

SUMMARY OF PURCHASE ORDERS ISSUED FROM MAY 20, 2019 THROUGH MAY 31, 2019.

<b>Funding Source</b>	<b>Number of Purchase Orders</b>	<b>Amount</b>
UNRESTRICTED RESOURCES	99	195,672.21
FEDERAL RESTRICTED RESOURCES	10	7,173.55
STATE RESTRICTED RESOURCES	23	141,777.67
LOCAL RESTRICTED RESOURCES	70	66,950.85
CHILD DEVELOPMENT FUND	2	361.87
FOOD SERVICES FUND	5	508.55
MEASURE S PROJECTS FUND	4	58,622.60
CAPITAL PROJECTS & IMPROVEMENT FUND	4	11,430.51
WORKERS' COMPENSATION FUND	1	10,000.00
MC LENNAN DONATIONS	2	1,828.17
<b>TOTAL</b>	<b>220</b>	<b>\$494,325.98</b>

---

PO NUMBER	UNRESTRICTED RESOURCES VENDOR	AMOUNT
0001027605	HOLLYWOOD SOUND SYSTEMS GRADUATION RENTALS - HOOVER HIGH SCHOOL	2,922.30
0001027606	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - DAILY HIGH SCHOOL	161.38
0001027608	OFFICE DEPOT	661.49
0001027612	OFFICE DEPOT BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - TOLL MIDDLE SCHOOL	1,000.00
0001027613	OFFICE DEPOT BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - ROOSEVELT MIDDLE SCHOOL	1,300.00
0001027614	OFFICE DEPOT	600.00
0001027618	COPY NETWORK	513.29
0001027620	O.H. LYNN PRINTING	209.48
0001027621	O.H. LYNN PRINTING	132.30
0001027623	O.H. LYNN PRINTING	37.49
0001027626	OLD FASHION DELI & MARKET	195.00
0001027637	FILMTOOLS	40.68
0001027638	LAWN MOWER CORNER	412.25
0001027646	PITNEY BOWES INC	145.51
0001027649	CAMCOR, INC.	109.59
0001027650	SUPPLYWORKS	693.36
0001027651	OFFICE DEPOT	693.92
0001027652	OFFICE DEPOT	361.95
0001027653	GLENDALE LATINO ASSOCIATION	105.00
0001027655	AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - EDISON ELEMENTARY SCHOOL	460.95
0001027656	ULINE SHIPPING SUPPLY PORTABLE BARRIERS - WILSON MIDDLE SCHOOL	1,080.45
0001027658	NEXTGEN FURNITURE INC	557.86
0001027659	OFFICE DEPOT BLANKET PURCHASE ORDER FOR OFFICE SUPPLIES - RD WHITE ELEMENTARY SCHOOL	1,000.00
0001027660	AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - CRESCENTA VALLEY HIGH SCHOOL	1,088.99
0001027661	PANERA BREAD	139.64
0001027663	AP BY THE SEA UNIVERSITY OF SAN DIEGO	795.00
0001027664	CORTES & LEE INC PLAYGROUND MATTING REPAIRS AT JEFFERSON ELEMENTARY SCHOOL - FACILITY & SUPPORT OPERATIONS	2,750.00
0001027665	CORTES & LEE INC PLAYGROUND MATTING REPAIRS AT JEFFERSON ELEMENTARY SCHOOL - FACILITY & SUPPORT OPERATIONS	3,744.00
0001027668	SHARP BUSINESS SYSTEMS AUDIOVISUAL EQUIPMENT - WAREHOUSE STOCK	32,645.04

UNRESTRICTED RESOURCES (CONTINUATION)		
PO NUMBER	VENDOR	AMOUNT
0001027671	SCANTRON	551.25
0001027676	AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	613.93
0001027682	SUPPLYWORKS CUSTODIAL SUPPLIES - LINCOLN ELEMENTARY SCHOOL	1,053.64
0001027683	OFFICE DEPOT	114.33
0001027685	WENGER CORPORATION SCHOOL FURNITURE - GLENDALE HIGH SCHOOL	6,750.33
0001027689	ACTFL C/O CONVENTION DATA SERVICES	370.00
0001027690	AMERICAN EXPRESS CPS LEMON ZEST CAFÉ - EDIBLE SUPPLIES - CATEGORICAL PROGRAMS	346.69
0001027691	PGS SERVICES, INC. AUDITORIUM REPAIR SERVICES AT CRESCENTA VALLEY HIGH SCHOOL - FACILITY & SUPPORT OPERATIONS	19,982.00
0001027692	AMERICAN GUARD SERVICES INC BLANKET PURCHASE ORDER FOR SECURITY GUARD SERVICES - TOLL MIDDLE SCHOOL	2,441.00
0001027693	AMERICAN GUARD SERVICES INC BLANKET PURCHASE ORDER FOR SECURITY GUARD SERVICES - ROOSEVELT MIDDLE SCHOOL	2,500.00
0001027694	TWO GUYS FROM ITALY	81.00
0001027695	NELSON SOUND INC GRADUATION RENTALS - GLENDALE HIGH SCHOOL	5,500.00
0001027696	DOLPHIN EVENT SERVICES GRADUATION RENTALS - HOOVER HIGH SCHOOL	5,246.44
0001027701	DI TECHNOLOGY GROUP, INC.	361.34
0001027702	OFFICE DEPOT	619.25
0001027703	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR OFFICE SUPPLIES - GLENOAKS ELEMENTARY SCHOOL	500.00
0001027704	OFFICE DEPOT	71.65
0001027705	SUPPLYWORKS	738.80
0001027706	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA STAPLES.COM - CLASSROOM FURNITURE - COLLEGE VIEW	102.51
0001027707	AMERICAN EXPRESS CPS SOUTHWEST AIRLINES - CONFERENCE EXPENSES - EDUCATIONAL SERVICES	1,009.76
0001027708	AMERICAN EXPRESS CPS SOUTHWEST AIRLINES - CONFERENCE EXPENSES - EDUCATIONAL SERVICES	2,169.72

UNRESTRICTED RESOURCES (CONTINUATION)		
PO NUMBER	VENDOR	AMOUNT
0001027715	COMPLETE BUSINESS SYSTEMS	500.81
0001027716	AMERICAN GUARD SERVICES INC BLANKET PURCHASE ORDER FOR SECURITY GUARD SERVICES - ROSEMONT MIDDLE SCHOOL	2,000.00
0001027717	OFFICE DEPOT BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - ROSEMONT MIDDLE SCHOOL	1,300.00
0001027721	CDW GOVERNMENT COMPUTER EQUIPMENT - MOUNTAIN AVENUE ELEMENTARY SCHOOL	4,858.46
0001027723	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	55.11
0001027725	VETERAN BUILDING MAINTENANCE, LLC CUSTODIAL SUPPLIES - WAREHOUSE STOCK	6,163.42
0001027726	ACTIVE NETWORK	450.00
0001027728	AMAZON CAPITAL SERVICES, INC. OFFICE EQUIPMENT - DAILY HIGH SCHOOL	485.09
0001027736	CLEAN SWEEP SUPPLY CO INC	252.25
0001027737	KNOTT'S BERRY FARM YOUTH SALES	476.00
0001027738	CLEAN SWEEP SUPPLY CO INC	11.91
0001027740	ATKINSON, ANDELSON, LOYA, RUUD PROFESSIONAL SERVICES - EDUCATIONAL SERVICES	1,993.75
0001027742	COPY NETWORK	219.40
0001027743	COPY NETWORK	469.67
0001027744	CHARLES MUSIC	65.00
0001027753	GLENDALE BUILDER'S SUPPLIES	143.64
0001027757	SCANTRON/HARLAND TECHNOLOGY SERVICES INSTRUCTIONAL SUPPLIES - GLENDALE HIGH SCHOOL	3,831.51
0001027760	ORIENTAL TRADING INC.	314.91
0001027761	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL MATERIALS - EDISON ELEMENTARY SCHOOL	199.39
0001027769	SHARP BUSINESS SYSTEMS DUPLICATING EQUIPMENT - VERDUGO WOODLANDS ELEMMENTARY SCHOOL	8,076.92
0001027772	KELLY PAPER COMPANY	824.98
0001027773	COPY NETWORK	373.75
0001027775	OFFICE DEPOT BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - MUIR ELEMENTARY SCHOOL	3,000.00

PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0001027776	GRAND G & G VENDING SERVICES	229.32
0001027777	ALLIANCE FRANCAISE DE PASADENA TESTING MATERIALS FOR FLAG PROGRAM - FRANKLIN ELEMENTARY SCHOOL	2,865.00
0001027778	MINUTEMAN PRESS	402.86
0001027780	CRESCENTA VALLEY ATHLETICS	113.49
0001027785	ULINE SHIPPING SUPPLY	693.67
0001027791	MAINTEX	194.31
0001027794	STATE OF CA DEPT OF INDUSTRIAL RELATIONS ELEVATOR CONVEYANCE PERMIT FOR VARIOUS SCHOOL SITES - FACILITY & SUPPORT OPERATIONS	1,350.00
0001027797	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA AMERICAN FINGER PRINTING LIVE - FINGERPRINTING FEES - HUMAN RESOURCES	670.00
0001027798	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA ADMIN WEB ADVISOR - CONFERENCE EXPENSES - STUDENT SUPPORT SERVICES	299.00
0001027799	CORTES & LEE INC PLAYGROUND REPAIRS AT COLUMBUS ELEMENTARY SCHOOL - FACILITY & SUPPORT OPERATIONS	3,650.00
0001027800	VETERAN BUILDING MAINTENANCE, LLC CUSTODIAL SUPPLIES - WAREHOUSE STOCK - PROCUREMENT & CONTRACT SERVICES	7,057.41
0001027801	VETERAN BUILDING MAINTENANCE, LLC CUSTODIAL SUPPLIES - WAREHOUSE STOCK - PROCUREMENT & CONTRACT SERVICES	10,087.88
0001027805	ABSOLUTE INTERNATIONAL SECURITY BLANKET PURCHASE ORDER FOR SECURITY GUARD SERVICES - CRESCENTA VALLEY HIGH SCHOOL	6,900.00
0001027806	WEST-LITE SUPPLY CO,INC	600.51
0001027807	MAINTEX	368.79
0001027809	SUPPLYWORKS CUSTODIAL SUPPLIES - WAREHOUSE STOCK - PROCUREMENT & CONTRACT SERVICES	4,878.57
0001027810	DICK BLICK ART MATERIALS	600.00
0001027811	JOSTENS	872.17
0001027815	THOMAS DENTON ENGRAVING AWARDS & CERTIFICATES - HUMAN RESOURCES	5,042.23
0001027816	FOOTHILL TROPHY AWARDS - PUBLIC INFORMATION	1,189.83
0001027817	MAXIM HEALTHCARE SERVICES, INC. PROFESSIONAL SERVICES - HEALTH SERVICES	1,504.86

UNRESTRICTED RESOURCES (CONTINUATION)		AMOUNT
PO NUMBER	VENDOR	
0001027818	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA PORTO'S BAKERY - FOOD PRODUCTS - EDISON ELEMENTARY SCHOOL	371.11
0001027820	ALL AMERICAN TROPHY AND ENGRAVING CO GRADUATION SUPPLIES - HOOVER HIGH SCHOOL	1,057.22
0001027821	COPY NETWORK	466.36
0001027825	IMAGECUBE PRINTING SERVICES - STUDENT SUPPORT SERVICES	1,624.03
0001027827	SUPPLYWORKS	837.06
	TOTAL	195,672.21
FEDERAL RESTRICTED RESOURCES		
0001027610	AP BY THE SEA UNIVERSITY OF SAN DIEGO	795.00
0001027611	AMERICAN EXPRESS CPS HILTON GARDEN INN SAN DIEGO - CONFERENCE EXPENSES - GLENDALE HIGH SCHOOL	1,120.50
0001027670	ATTAINMENT COMPANY	530.20
0001027672	NCS PEARSON INSTRUCTIONAL SUPPLIES - SPECIAL EDUCATION	1,494.51
0001027686	SPEECH CORNER	261.60
0001027697	AMERICAN EXPRESS CPS THE GRAND TOMBSTONE HOTEL - TRAVEL EXPENSES - SPECIAL EDUCATION	208.94
0001027735	REACHING AT-PROMISE STUDENTS ASSOCIATION CONFERENCE EXPENSES - DAILY HIGH SCHOOL	1,482.00
0001027741	CHITILIAN, NORA	688.00
0001027762	SUPER DUPER PUBLICATIONS	148.80
0001027764	NCS PEARSON	444.00
	TOTAL	7,173.55
STATE RESTRICTED RESOURCES		
0001027609	SHARP BUSINESS SYSTEMS CLASSROOM EQUIPMENT - CTE/CRESCENTA VALLEY HIGH SCHOOL	6,527.58
0001027615	AACI	600.00
0001027619	SKILLS USA CALIFORNIA	550.00
0001027625	FIRST STUDENT	324.34
0001027666	AMERICAN EXPRESS CPS HORSESHOE SOUTHERN INDIANA HOTEL - SKILLS USA COMPETITION EXPENSES - CRESCENTA VALLEY HIGH SCHOOL	574.46
0001027677	VINTAGE KING AUDIO INSTRUCTIONAL TOOLS - CTE/CLARK MAGNET HIGH SCHOOL	2,468.20

STATE RESTRICTED RESOURCES (CONTINUATION)		
PO NUMBER	VENDOR	AMOUNT
0001027681	WESTERN TOOL SUPPLY CO	695.68
0001027684	SHARS TOOL COMPANY	849.95
0001027698	AMERICAN EXPRESS CPS	966.60
	BEST WESTERN ONTARIO - SKILLS USA COMPETITION EXPENSES - CLARK MAGNET HIGH SCHOOL	
0001027700	MAKERBOT INDUSTRIES LLC	7,422.29
	CLASSROOM EQUIPMENT - CTE/ROOSEVELT MIDDLE SCHOOL	
0001027727	MSC INDUSTRIAL SUPPLY CO INC	545.29
0001027732	US GAMES	197.46
0001027739	TINA ALEXANDRIAN	8,000.00
	CONSULTANT TO PROVIDE INDIVIDUAL COUNSELING AND ASSESSMENT - SPECIAL EDUCATION, BOARD APPROVED 5/7/2019	
0001027756	COLLEGE BOARD	51,894.00
	TESTING MATERIALS - CATEGORICAL PROGRAMS	
0001027758	THE PRINCETON REVIEW	36,335.64
	INSTRUCTIONAL SUPPLIES - CATEGORICAL PROGRAMS	
0001027763	MICHIGAN BRAILLE TRANSCRIBING FUND	1,571.83
	SPECIAL EDUCATION EQUIPMENT - FOOTHILL SELPA	
0001027765	US GAMES	166.26
0001027770	ATKINSON, ANDELSON, LOYA, RUUD	10,937.50
	PROFESSIONAL SERVICES - SPECIAL EDUCATION	
0001027802	AMAZON CAPITAL SERVICES, INC.	411.20
	COMPUTER SUPPLIES - CLARK MAGNET HIGH SCHOOL	
0001027808	SKILLS USA CALIFORNIA	1,375.00
	ADMISSION FEE - CTE/CLARK MAGNET HIGH SCHOOL	
0001027819	ASB - CVHS ACADEMY OF SCIENCE & MEDICINE	115.69
0001027824	PRINTING ZONE	3,996.20
	PRINTING SERVICES - EEELP	
0001027826	LACOE	5,252.50
	FIELD TRIPS - CTE/CLARK MAGNET HIGH SCHOOL	
	TOTAL	141,777.67
-----		
LOCAL RESTRICTED RESOURCES		
PO NUMBER	VENDOR	AMOUNT
0001027617	ROYAL ACADEMY THE SOUND OF MUSIC	4,380.00
	MUSICAL INSTRUMENTS - EDUCATIONAL SERVICES	
0001027622	SUPPOSEUDRIVE TRUCK RENTAL & LEASING	193.36
0001027627	S & S WORLDWIDE	1,040.00
	BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - EEELP/BABOA ELEMENTARY SCHOOL	



LOCAL RESTRICTED RESOURCES (CONTINUATION)		
PO NUMBER	VENDOR	AMOUNT
0001027628	ROYAL TRUCK BODY INSTALLATION OF LADDER ON TRUCK - FACILITY & SUPPORT OPERATIONS	1,521.83
0001027629	PARLIGHTS, INC REPAIR MATERIALS AT WILSON MIDDLE SCHOOL - FACILITY & SUPPORT OPERATIONS	6,905.64
0001027630	PACIFIC RADIO ELECTRONICS REPAIR MATERIALS - FACILITY & SUPPORT OPERATIONS	1,338.31
0001027631	RAYVERN LIGHTING SUPPLY CO INC	54.20
0001027632	L.A. STEELCRAFT	934.64
0001027633	NJP SPORTS, INC	138.13
0001027634	AXIS COMMUNICATIONS, INC	402.00
0001027635	COAST APPLIANCE PARTS	209.15
0001027636	CASTERS & INDUSTRIAL SUPPLIES	65.90
0001027639	H & H WHOLESALE PARTS	215.89
0001027640	ALLEN GWYNN CHEVROLET INC	636.29
0001027641	ULINE SHIPPING SUPPLY	521.60
0001027642	SUNBELT RENTALS, INC	852.68
0001027643	PEP BOYS	383.48
0001027644	AA1 GRAPHICS & SIGNS	562.28
0001027647	AMERICAN REFRIGERATION SUPPLIES	715.56
0001027648	CAMCOR, INC.	43.84
0001027654	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - TOLL MIDDLE SCHOOL	77.15
0001027657	OFFICE DEPOT	207.14
0001027662	REMEMBER ME, LLC	789.88
0001027667	CDW GOVERNMENT COMPUTER EQUIPMENT - MOUNTAIN AVENUE ELEMENTARY SCHOOL	1,335.16
0001027669	MUSIC IN MOTION	75.80
0001027673	CDW GOVERNMENT	331.23
0001027678	SWEETWATER AUDITORIUM EQUIPMENT - FRANKLIN ELEMENTARY SCHOOL	1,273.51
0001027687	AMAZON CAPITAL SERVICES, INC. OFFICE FURNITURE - RD WHITE ELEMENTARY SCHOOL	741.71
0001027688	BARTLETT FOOD SERVICE	780.00
0001027699	AMERICAN EXPRESS CPS WESTIN SAN DIEGO GASLAMP - CONFERENCE EXPENSES - EEELP	1,009.68
0001027709	HAMPTON TEDDER TECHNICAL SERVICES, INC. INSPECTION SERVICES AT HOOVER HIGH SCHOOL - FACILITY & SUPPORT OPERATIONS	3,200.00
0001027714	SCHOLARSHARE COLLEGE SAVINGS PLAN	100.00
0001027718	KIDSPACE CHILDREN'S MUSEUM	616.00

LOCAL RESTRICTED RESOURCES (CONTINUATION)		
PO NUMBER	VENDOR	AMOUNT
0001027720	DOCTORIAN PRODUCTIONS	456.75
0001027721	CDW GOVERNMENT	50.00
0001027722	IVS COMPUTER TECHNOLOGY PURCHASE AND INSTALL CLASSROOM EQUIPMENT AT RD WHITE ELEMENTARY SCHOOL - FACILITY & SUPPORT OPERATIONS	3,509.42
0001027729	AMAZON CAPITAL SERVICES, INC. AUDIOVISUAL EQUIPMENT - FRANKLIN ELEMENTARY SCHOOL	143.10
0001027731	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - BALBOA ELEMENTARY SCHOOL	112.38
0001027733	BURBANK IRRIGATION SUPPLY MAINTENANCE SUPPLIES - FACILITY & SUPPORT OPERATIONS	2,308.87
0001027734	DANIEL LEE SIMMONS CONSULTANT TO DEVELOPE AND COORDINATE MUSIC LESSONS - FREMONT ELEMENTARY SCHOOL, BOARD APPROVED 5/2/2019	4,000.00
0001027745	HOME DEPOT CREDIT SERVICES TOOLS - FACILITY & SUPPORT OPERATIONS	1,151.22
0001027746	SUNBELT RENTALS, INC	16.90
0001027747	ROOF LINE - BURBANK	116.74
0001027748	ROCKLER WOODWORKING & HARDWARE	107.22
0001027749	SO CAL TURF & TRACTOR	489.10
0001027750	SCOTTY'S INDUSTRIAL PRODUCTS	32.14
0001027751	SMARDAN SUPPLY CO PLUMBING SUPPLIES - FACILITY & SUPPORT OPERATIONS	3,087.00
0001027752	TREMCO, INC. MAINTENANCE SUPPLIES - FACILITY & SUPPORT OPERATIONS	1,113.29
0001027753	GLENDALE BUILDER'S SUPPLIES	64.99
0001027754	BUILDERS FENCE CO INC	157.09
0001027755	NAPA AUTO PARTS AUTOMOTIVE SUPPLIES - FACILITY & SUPPORT OPERATIONS	1,488.33
0001027759	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL MATERIALS - EEELP	405.00
0001027766	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA FOOD PRODUCTS - EEELP	412.34
0001027767	MARIO'S IMPORTS	468.25
0001027771	ONCE UPON A TIME	200.00
0001027779	FIRST STUDENT TRANSPORTATION SERVICES - COLLEGE VIEW	1,958.13
0001027786	AXIS COMMUNICATIONS, INC	804.00
0001027787	KING WIRE PARTITIONS INC CONSTRUCTION SERVICES - FACILITY & SUPPORT OPERATIONS	3,203.15

PO NUMBER	LOCAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0001027788	TURF STAR, INC.	109.43
0001027789	TOOL SHACK	160.85
0001027790	AMERICAN REFRIGERATION SUPPLIES	608.51
0001027792	PACIFIC RADIO ELECTRONICS	120.15
0001027793	HARTER SURFACES	158.78
0001027795	ARC (AMERICAN REPROGRAPHICS COMPANY,LLC)	19.33
0001027796	VORTEX INDUSTRIES, INC	4,999.99
	ROLL UP DOOR REPAIR AT CRESCENTA VALLEY HIGH SCHOOL - FACILITY & SUPPORT OPERATIONS	
0001027803	O.H. LYNN PRINTING	1,382.66
	PRINTING SERVICES - CATEGORICAL PROGRAMS	
0001027804	AA1 GRAPHICS & SIGNS	248.06
0001027814	MARGIE FESTER	300.00
0001027822	FIRST STUDENT	689.74
0001027823	CHARLES MUSIC	645.90
	TOTAL	66,950.85
	CHILD DEVELOPMENT FUND	
0001027730	AMAZON CAPITAL SERVICES, INC.	39.87
	OFFICE AND CLASSROOM SUPPLIES - EEELP	
0001027768	AMAZON CAPITAL SERVICES, INC.	322.00
	BLANKET PURCHASE ORDER FOR INSTRUCTIONAL MATERIALS - EEELP	
	TOTAL	361.87
	FOOD SERVICES FUND	
0001027711	VIRGIL'S GLENDALE HARDWARE CENTER	100.23
0001027712	PLUMBING AND INDUSTRIAL SUPPLY	107.00
0001027713	CERTIFIED WHOLESALE ELECTRIC	134.90
0001027812	PLUMBING AND INDUSTRIAL SUPPLY	56.59
0001027813	MCMASTER	109.83
	TOTAL	508.55
	MEASURE S PROJECTS FUND	
0001027674	tBP/ARCHITECTURE	48,020.00
	PROFESSIONAL SERVICES - GLENDALE HIGH SCHOOL	
0001027675	MTGL, INC	10,340.00
	ENVIORNMENT TESTINGS - GLENDALE HIGH SCHOOL	
0001027781	BURBANK PAINT COMPANY INC	184.43
0001027784	ADI	78.17
	TOTAL	58,622.60

PO NUMBER	CAPITAL PROJECTS & IMPROVEMENT FUND		AMOUNT
	VENDOR		
0001027616	SARKIS HANDYMAN		203.71
0001027724	CONVERGINT TECHNOLOGIES		9,785.51
		INSTALLATION OF SECURITY CAMERAS ON NEW PORTABLES - CLOUD PRESCHOOL	
0001027782	CERTIFIED WHOLESALE ELECTRIC		140.97
0001027783	U.S. AIR CONDITIONING		1,300.32
		BUILDING MAINTENANCE - HOOVER HIGH SCHOOL	
		TOTAL	----- 11,430.51
		WORKERS' COMPENSATION FUND	
0001027719	YORK		10,000.00
		WORKERS' COMPENSATION CLAIMS - FINANCIAL SERVICES	
		TOTAL	----- 10,000.00
		MC LENNAN DONATIONS	
0001027624	HOOVER HIGH SCHOOL - A.S.B.		1,628.17
		FINANCIAL SERVICES - FINANCIAL SERVICES	
0001027828	CHRISTOPHER NIELSEN		200.00
		TOTAL	----- 1,828.17

**LIST OF PO CHANGE ORDERS  
DURING THE PERIOD OF 5/20/2019 THROUGH 5/31/2019  
CONSENT CALENDAR NO. 5 - June 18, 2019**

Change Order Date	PO Number	Vendor	Reason of Change	Original Amount	Net Increase / Decrease	New Total
5/13/2019	0001023267	Mekhitarian, Lara	Increased PO for additional services needed	\$38,548.00	\$21,160.00	\$59,708.00
5/21/2019	0001022392	Southern CA Pizza Co	Increased PO for additional purchases	\$125,000.00	\$50,000.00	\$175,000.00
5/21/2019	0001023899	ChildCare Careers, LLC	Increased PO for additional services needed	\$14,400.00	\$5,000.00	\$19,400.00
5/21/2019	0001026471	School Specialty	Added one more table per school's request	\$1,863.47	\$481.82	\$2,345.29
5/22/2019	0001023899	ChildCare Careers, LLC	Increased PO for additional services needed	\$19,400.00	\$5,000.00	\$24,400.00
5/22/2019	0001023902	ChildCare Careers, LLC	Increased PO for additional services needed	\$17,600.00	\$6,000.00	\$23,600.00
5/22/2019	0001020263	Minuteman Press	Increased PO for additional printing services	\$2,000.00	\$2,000.00	\$4,000.00
5/22/2019	0001023895	ChildCare Careers, LLC	Increased PO for additional services needed	\$30,000.00	\$6,000.00	\$36,000.00
5/22/2019	0001027413	Lakeshore	Increased PO for additional purchases	\$1,376.00	\$1,561.00	\$2,937.00
5/22/2019	0001023897	ChildCare Careers, LLC	Increased PO for additional services needed	\$12,000.00	\$5,000.00	\$17,000.00
5/22/2019	0001027199	ChildCare Careers, LLC	Increased PO for additional services needed	\$9,000.00	\$4,000.00	\$13,000.00
5/31/2019	0001021066	TIAA Commercial Finance	Increased PO to cover additional invoice until June 30, 2019	\$2,330.00	\$770.00	\$3,100.00
5/31/2019	0001023474	First Student	Increased PO for additional transportation services	\$7,000.00	\$1,000.00	\$8,000.00
5/31/2019	0001020808	Smart & Final Iris Co	Increased PO for additional edible supply purchases	\$347.50	\$300.00	\$647.50
5/31/2019	0001020564	Smart & Final Iris Co	Increased PO for additional edible supply purchases	\$1,200.00	\$2,000.00	\$3,200.00
5/31/2019	0001020575	Ready Refresh by Nestle	Increased PO for additional purchases	\$500.00	\$200.00	\$700.00
5/31/2019	0001020040	Amazon Capital Services	Increased PO for additional purchases	\$241.00	\$68.00	\$309.00
5/31/2019	0001021603	Karen Junker	Increased PO for additional services rendered	\$56,000.00	\$7,000.00	\$63,000.00
5/31/2019	0001020744	Absolute International Security	Increased PO for additional security guard services	\$90,000.00	\$33,000.00	\$123,000.00
5/31/2019	0001021324	Richo USA	Increased PO to cover invoices until June 30, 2019	\$3,300.00	\$300.00	\$3,600.00

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 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, Restricted and Fund 21.1.

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

GLENDALE UNIFIED SCHOOL DISTRICT  
 June 18, 2019  
 CONSENT CALENDAR NO. 6  
 BUDGET TRANSFER AND ADJUSTMENT REPORT

GENERAL FUND UNRESTRICTED (01.0) Resource Codes 00000.0 thru 19999.0

REVENUES	BUDGET TRANSFERS	BUDGET ADJUSTMENTS
8010-8099 Local Control Funding Formula	\$0	(\$1,191,608)
8100-8299 Federal	\$0	\$0
8300-8599 Other State	\$0	\$0
8600-8799 Local	\$0	\$153,938
8910-8999 Transfers In/Contributions	\$0	\$0
<b>TOTAL REVENUES</b>	<b>\$0</b>	<b>(\$1,037,670)</b>

APPROPRIATION OBJECT	BUDGET TRANSFERS	BUDGET ADJUSTMENTS
1000 Certificated Salaries	\$2,640	\$0
2000 Classified Salaries	\$0	\$0
3000 Employee Benefits	\$563	\$0
4000 Instructional Supplies	\$59,220	\$9,326
5000 Contract Services	(\$62,423)	\$25,000
6000 Capital Outlay	\$0	\$0
7000 Other Outgo/Indirect/Transfers Out	\$0	\$0
<b>TOTAL BUDGETED APPROPRIATIONS</b>	<b>\$0</b>	<b>\$94,326</b>

<b>NET INCREASE/DECREASE IN FUND BALANCE</b>	<b>\$0</b>	<b>(\$1,071,996)</b>
--	------------	----------------------

June 18, 2019  
 BUDGET TRANSFER AND ADJUSTMENT REPORT  
 CONSENT CALENDAR NO. 6  
 BUDGET TRANSFER AND ADJUSTMENT DETAIL REPORT  
 GENERAL FUND, UNRESTRICTED (01.0) Resource Codes 00000.0 thru 19999.0

BUDGET TRANSFERS

Dept./School	Program Description	1,000	2,000	3,000	4,000	5,000	6,000	7,000	9,000	Total	Transfer provides funds for:
		\$2,640	\$0	\$563	\$59,220	(\$62,423)	\$0	\$0	\$0	\$0	
Roosevelt	General Fund	0	0	0	(1,100)	1,100	0	0	0	\$0	Services
CVHS	General Fund	0	0	0	978	(978)	0	0	0	\$0	Supplies
Various	Supplemental Program	2,640	0	563	55,797	(59,000)	0	0	0	\$0	Supplies
Daily HS	General Fund	0	0	0	0	0	0	0	0	\$0	Services
Daily HS	General Fund	0	0	0	0	0	0	0	0	\$0	Supplies
Daily HS	General Fund	0	0	0	745	(745)	0	0	0	\$0	Supplies
Verdugo Academy	General Fund	0	0	0	0	0	0	0	0	\$0	Supplies
Verdugo Academy	General Fund	0	0	0	0	0	0	0	0	\$0	Supplies
Verdugo Academy	General Fund	0	0	0	0	0	0	0	0	\$0	Supplies
Verdugo Academy	General Fund	0	0	0	0	0	0	0	0	\$0	Supplies
Daily HS	S & C Program	0	0	0	(590)	590	0	0	0	\$0	Services
Daily HS	S & C Program	0	0	0	(4,215)	4,215	0	0	0	\$0	Services
Daily HS	S & C Program	0	0	0	3,340	(3,340)	0	0	0	\$0	Supplies
Daily HS	S & C Program	0	0	0	865	(865)	0	0	0	\$0	Supplies
Daily HS	S & C Program	0	0	0	3,330	(3,330)	0	0	0	\$0	Supplies
Daily HS	S & C Program	0	0	0	70	(70)	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	\$9,326	\$25,000	\$0	\$0	(\$1,071,996)	(\$1,037,670)	
Educational Services	Instrumental Music	0	0	0	230	0	0	0	0	\$230	Supplies
Educational Services	Secondary Education	0	0	0	600	0	0	0	0	\$600	Tower Banner Contest
Dunsmore	General Fund	0	0	0	1,000	0	0	0	0	\$1,000	Supplies
District	District	0	0	0	2,893	25,000	0	0	(1,069,301)	(\$1,041,608)	Estimated Actuals Adjustments
Educational Services	Instrumental Music	0	0	0	1,450	0	0	0	0	\$1,450	Supplies
Educational Services	Instrumental Music	0	0	0	320	0	0	0	0	\$320	Supplies
Educational Services	Instrumental Music	0	0	0	190	0	0	0	0	\$190	Supplies
Roosevelt	Instrumental Music	0	0	0	148	0	0	0	0	\$148	Lost book fees
Daily High School	Instrumental Music	0	0	0	2,695	0	0	0	(2,695)	\$0	Graduation supplies

- Object Codes
- 1000 Certified 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 8, 2019

CONSENT CALENDAR NO. 6  
 BUDGET TRANSFER AND ADJUSTMENT REPORT

GENERAL FUND RESTRICTED (01.0) Resource Codes 20000.0 thru 99999.0

REVENUES	BUDGET TRANSFERS	BUDGET ADJUSTMENTS
8010-8099 Local Control Funding Formula	\$0	\$0
8100-8299 Federal	\$0	\$2,749
8300-8599 Other State	\$0	\$0
8600-8799 Local	\$0	\$83,577
8910-8999 Transfers In/Contributions	\$0	\$0
<b>TOTAL REVENUES</b>	<b>\$0</b>	<b>\$86,326</b>

APPROPRIATION OBJECT	BUDGET TRANSFERS	BUDGET ADJUSTMENTS
1000 Certificated Salaries	(\$22,364)	\$0
2000 Classified Salaries	(\$3,261)	\$38
3000 Employee Benefits	(\$6,233)	\$12
4000 Instructional Supplies	\$80,710	\$59,729
5000 Contract Services	(\$48,852)	\$26,497
6000 Capital Outlay	\$0	\$0
7000 Other Outgo/Indirect/Transfers Out	\$0	\$50
<b>TOTAL BUDGETED APPROPRIATIONS</b>	<b>\$0</b>	<b>\$86,326</b>

<b>NET INCREASE/DECREASE IN FUND BALANCE</b>	<b>\$0</b>	<b>\$0</b>
--	------------	------------



GLENDALE UNIFIED SCHOOL DISTRICT  
 June 18, 2019  
 CONSENT CALENDAR NO. 6  
 BUDGET TRANSFER AND ADJUSTMENT REPORT

Measure S Project Fund (21.1)

REVENUES	BUDGET TRANSFERS	BUDGET ADJUSTMENTS
8010-8099 Revenue Limit	\$0	\$0
8100-8299 Federal	\$0	\$0
8300-8599 Other State	\$0	\$0
8600-8799 Local	\$0	\$100,000
8910-8999 Transfers In/Contributions	\$0	\$38,000,000
<b>TOTAL REVENUES</b>	<b>\$0</b>	<b>\$38,100,000</b>

APPROPRIATION OBJECT	BUDGET TRANSFERS	BUDGET ADJUSTMENTS
1000 Certificated Salaries	\$0	\$0
2000 Classified Salaries	\$0	\$0
3000 Employee Benefits	\$0	\$0
4000 Instructional Supplies	\$0	\$0
5000 Contract Services	\$0	\$235,000
6000 Capital Outlay	\$0	\$0
7000 Other Outgo/Indirect/Transfers Out	\$0	\$0
<b>TOTAL BUDGETED APPROPRIATIONS</b>	<b>\$0</b>	<b>\$235,000</b>

<b>NET INCREASE/DECREASE IN FUND BALANCE</b>	<b>\$0</b>	<b>\$37,865,000</b>
--	------------	---------------------

GLENDALE UNIFIED SCHOOL DISTRICT  
 June 18, 2019  
 CONSENT CALENDAR NO. 6  
 BUDGET TRANSFER AND ADJUSTMENT DETAIL REPORT  
 MEASURE 5 PROJECT FUND (21.1)

BUDGET TRANSFERS

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

BUDGET ADJUSTMENTS

Dept./Site	Program Description	1000	2000	3000	4000	5000	6000	7000	9000	Total	Adjustment appropriates funds for:
District		0	0	0	0	0	0	0	100,000	\$100,000	Estimated Actual Adjustments
District		0	0	0	0	235,000	0	0	37,765,000	\$38,000,000	Appropriate Bond Proceeds
Total Budget Adjustments											

- 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
  - 8000 Income
  - 9000 Reserves

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

CONSENT CALENDAR NO. 7

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: Appropriation Transfers at Year-End**

---

The Interim Superintendent recommends that the Board of Education authorize the Los Angeles County Office of Education (LACOE) to make appropriation transfers between major objects of expenditures at the close of the fiscal year 2018-19.

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

Education Code Section 42601 provides the authority for school districts to request county offices of education to make year-end budget adjusting transfers to permit the payment of obligations incurred during that school year.

The Board of Education has authorized the Los Angeles County Office of Education (LACOE) to make budget adjusting transfers under E.C. 42601 in previous years. The authorization facilitates the issuance of year-end salary warrants and vendor payments.

LACOE will provide the District with verification of all adjusting transfers and this information will be incorporated within future budget reports submitted to the Board of Education.



**Los Angeles County  
Office of Education**  
Leading Educators • Supporting Students  
Serving Communities

SCHOOL DISTRICTS WITH ADA ABOVE EC 41301 LEVEL \*  
YEAR-END APPROPRIATION TRANSFERS

TO: Los Angeles County Office of Education  
Division of School Financial Services  
Accounting Section, EC 2<sup>nd</sup> Floor  
Attn: Benjie Tamondong

FROM:           GLENDALE UNIFIED           School District

                                 No Appropriation Transfer is Requested

          X                                 Appropriation Transfers are Authorized

Our school district has ADA equal to or above the level specified in Education Code (EC) 41301. The governing board, in accordance with the provisions of EC 42601, hereby approves to authorize the County Superintendent of Schools to make appropriate transfers necessary at the close of the 2018-19 school year to permit the payment of obligations of the district incurred during such school year.

Please identify sources by entering 1, 2, 3, or 4 to indicate 1st source, 2nd source, 3rd source or 4th source.

Authorization approved by governing board for transfers:

  1   Between major objects of expenditure

  2   From unassigned fund balances, if any

  3   From committed fund balances

  4   From assigned fund balances

Signature: \_\_\_\_\_ Date \_\_\_\_\_, 2019  
Clerk of the Governing Board

Submitted by:           KARINEH SAVARANI           Date \_\_\_\_\_, 2019

E-mail address (required):           KarinehSavarani@gusd.net          

\*Education Code 41301 levels: equal to 901 average daily attendance (ADA) for the elementary school districts, equal to 301 ADA for the high school districts, and equal to 1501 ADA for the unified school districts.

Please return completed form to let us know your intent.

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 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 CliftonLarsonAllen (CLA) Audit Services

The Interim Superintendent recommends that the Board of Education approve the attached agreement with the firm of CliftonLarsonAllen (CLA) to provide audit services for the 2019-20, 2020-21, and 2021-22 fiscal years, for a projected amount of \$92,500 per year, to be paid from the Unrestricted General Fund (01.0).

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

In accordance with Education Code requirements, each Board of Education is required to notify the County Superintendent of Schools of the audit firm that will be used to conduct the annual financial audit that is required by the State.

The District currently uses CliftonLarsonAllen (CLA) for auditing services, and their agreement expires with the completion of the 2018-19 audit. Based on the high degree of professionalism evidenced by the company in the performance of its responsibilities, staff requested a proposal from CLA for a three-year period ending with the 2021-22 audit. This proposal includes the annual Measure S Performance Audit.

The proposed fee schedule for CLA outlined below reflects the current audit requirements of the Office of the State Controller and the Federal Office of Management and Budget. The rates remain at the 2018-19 audit rate of \$92,500 per fiscal year. This rate also includes the \$7,500 annual fee for the Measure S Performance Audit, remaining at the previous contracted rate.

2019-20	\$92,500
2020-21	\$92,500
2021-22	\$92,500

June 3, 2019

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

Dear Mr. Stephen Dickinson:

We are pleased to confirm our understanding of the terms and objectives of our engagement and the nature and limitations of the audit and nonaudit services CliftonLarsonAllen LLP (“CLA,” “we,” “us,” and “our”) will provide for Glendale Unified School District (“you,” “your,” or “the district”) for the year ended June 30, 2020, plus two additional years ending June 30, 2021 and 2022.

Gema Ptasinski is responsible for the services provided to you. She will be assisted by Taylor Ulrich, who is responsible for the performance of the audit engagement.

**Audit services**

We will audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information, which collectively comprise the basic financial statements of the district, as of and for the years ended June 30, 2020 through June 30, 2022 and the related notes to the financial statements.

The Governmental Accounting Standards Board (GASB) provides for certain required supplementary information (RSI) to accompany the district’s basic financial statements. The RSI will be subjected to certain limited procedures, but will not be audited. The following RSI will be subjected to certain limited procedures, but will not be audited:

1. Management’s Discussion and Analysis.
2. Schedule of Budgetary Comparison for the General Fund.
3. Schedule of the District’s Proportionate Share of the Net Pension Liability – CalSTRS & CalPERS.
4. Schedule of District Contributions – CalSTRS & CalPERS.
5. Schedule of Changes in the Total/Net OPEB Liability and Related Ratios.



We will also evaluate and report on the presentation of the supplementary information other than RSI accompanying the financial statements in relation to the financial statements as a whole:

1. Schedule of expenditures of federal awards.
2. Other schedules as required by the *Guides for Annual Audits of K-12 Local Education Agencies and State Compliance Report*, published by the Education Audit Appeals Panel (except schedules listed below).
3. Combining major and non-major fund financial statements.

The following information other than RSI accompanying the financial statements will not be subjected to the auditing procedures applied in our audit of the financial statements and our auditors' report will not provide an opinion or any assurance on that information:

1. History and Organization
2. Schedule of Financial Trends and Analysis
3. Schedule of Charter Schools

#### **Other audit services**

We will conduct a performance audit of the District's Measure S bond funds as required by Section 1(b)(3)(C) of Article XIII A of the California Constitution for the years ended June 30, 2020 through June 30, 2022.

#### **Nonaudit services**

We will also provide the following nonaudit services:

1. Preparation of your financial statements, schedule of expenditures of federal awards, and related notes.
2. Assistance with the GASB 34 adjusting journal entries.

#### **Audit objectives**

The objective of our audit is the expression of opinions about whether your basic financial statements are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America (U.S. GAAP). Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America (U.S. GAAS); the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our audit will include tests of your accounting records, a determination of major program(s) in accordance with the Uniform Guidance, and other procedures we consider necessary to enable us to express opinions and render the required reports. We will apply certain limited procedures to the RSI in accordance with U.S. GAAS. However, we will not express an opinion or provide any assurance on the RSI because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance. We will also perform procedures to enable us to express an opinion on whether

the supplementary information (as identified above) other than RSI accompanying the financial statements is fairly stated, in all material respects, in relation to the financial statements as a whole.

The objectives of our audit also include:

- Reporting on internal control over financial reporting and compliance with the provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Reporting on internal control over compliance related to major programs and expressing an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Uniform Guidance.
- Opinion (or disclaimer of opinion) on compliance with requirements described in the *Guides for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel (State Compliance).

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will include a paragraph that states (1) that the purpose of the report is solely to describe the scope of our testing of internal control and compliance and the result of that testing, and not to provide an opinion on the effectiveness of the district's internal control or on compliance, and (2) that the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the district's internal control and compliance. The Uniform Guidance report on internal control over compliance will include a paragraph that states that the purpose of the report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the result of that testing based on the requirements of the Uniform Guidance. The State Compliance report will include a paragraph that states that the purpose of the report over compliance is to express an opinion on compliance with the types of requirements described in the *Guides for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*; however, that the audit does not provide a legal determination of the District's compliance. The three reports will state that the report is not suitable for any other purpose.

We will issue written reports upon completion of our audit of your financial statements and compliance with requirements applicable to major programs. We cannot provide assurance that unmodified opinions will be expressed. Circumstances may arise in which it is necessary for us to modify our opinions, add an emphasis-of-matter or other-matter paragraph(s), or withdraw from the engagement. If our opinions on the financial statements or the single audit compliance opinion are other than unmodified, we will discuss the reasons with you in advance. If circumstances occur related to the condition of your records, the availability of sufficient, appropriate audit evidence, or the existence of a significant risk of material misstatement of the financial statements or material noncompliance caused by error, fraudulent financial reporting, or misappropriation of assets, which in our professional judgment prevent us from completing the audit or forming opinions on the financial statements or an opinion on compliance, we retain the right to take any course of action permitted by professional standards, including declining to express opinions or issue reports, or withdrawing from the engagement.

### **Auditor responsibilities, procedures, and limitations**

We will conduct our audit in accordance with U.S. GAAS and the standards for financial audits contained in *Government Auditing Standards*. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the basic financial statements as a whole are free from material misstatement, whether due to fraud or error. An audit involves performing procedures to obtain sufficient appropriate audit evidence about the amounts and disclosures in the basic financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the basic financial statements.

There is an unavoidable risk, because of the inherent limitations of an audit, together with the inherent limitations of internal control, that some material misstatements or noncompliance may not be detected, even though the audit is properly planned and performed in accordance with U.S. GAAS, *Government Auditing Standards*, and the Uniform Guidance. Because we will not perform a detailed examination of all transactions, material misstatements, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the district or to acts by management or employees acting on behalf of the district, may not be detected. Because the determination of abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting abuse.

In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs. However, we will inform the appropriate level of management and those charged with governance of any material errors, fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management and those charged with governance of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential, and of any material abuse that comes to our attention. We will include such matters in the reports required for a single audit.

In making our risk assessments, we consider internal control relevant to the district's preparation and fair presentation of the basic financial statements and compliance in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the district's internal control. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting fraud or errors that are material to the financial statements and to preventing and detecting misstatements resulting from noncompliance with provisions of laws, regulations, contracts, and grant agreements that have a material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with the direct and material compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an

opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify deficiencies, significant deficiencies, or material weaknesses in internal control. However, we will communicate to you in writing significant deficiencies or material weaknesses in internal control relevant to the audit of the basic financial statements that we identify during the audit that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and the Uniform Guidance.

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the district's compliance with the provisions of laws, regulations, contracts, and grant agreements that have a material effect on the financial statements. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

We will include in our report on internal control over financial reporting and on compliance relevant information about any fraud; noncompliance with provisions of laws, regulations, contracts, or grant agreements; or abuse that may have occurred that are required to be communicated under *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards that may have a direct and material effect on each of the district's major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the "OMB Compliance Supplement" for the types of compliance requirements that could have a direct and material effect on each of the district's major programs. The purpose of these procedures will be to express an opinion on the district's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

We will evaluate the presentation of the schedule of expenditures of federal awards accompanying the financial statements in relation to the financial statements as a whole. We will make certain inquiries of management and evaluate the form, content, and methods of preparing the schedule to determine whether the information complies with U.S. GAAP and the Uniform Guidance, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We will compare and reconcile the schedule to the underlying accounting records and other records used to prepare the financial statements or to the financial statements themselves.

Our audit of compliance with State programs will consist of testes of transactions and other applicable procedures as described in the *Guides for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, for the applicable programs. The purpose of those procedures will be to express an opinion on the District's compliance with those requirements in our report of State Compliance.

Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

### **Management responsibilities**

Our audit will be conducted on the basis that you (management and, when appropriate, those charged with governance) acknowledge and understand that you have certain responsibilities that are fundamental to the conduct of an audit.

You are responsible for the preparation and fair presentation of the financial statements, RSI, and the schedule of expenditures of federal awards in accordance with U.S. GAAP. Management is also responsible for identifying all federal awards received, understanding and complying with the compliance requirements, and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received) in accordance with the requirements of the Uniform Guidance.

Management's responsibilities include the selection and application of accounting principles; recording and reflecting all transactions in the financial statements; determining the reasonableness of significant accounting estimates included in the financial statements; adjusting the financial statements to correct material misstatements; and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole. Management is responsible for compliance with applicable laws and regulations and the provisions of contracts and grant agreements, including compliance with federal statutes, regulations, and the terms and conditions of federal awards applicable to the district's federal programs. Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

You are responsible for the design, implementation, and maintenance of effective internal control, including internal control over compliance, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error; and that there is reasonable assurance that government programs are administered in compliance with compliance requirements.

You are responsible for the design, implementation, and maintenance of internal controls to prevent and detect fraud; assessing the risk that the financial statements may be materially misstated as a result of fraud; and for informing us about all known or suspected fraud affecting the district involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the district received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for implementing systems designed to achieve compliance with applicable laws and regulations and the provisions of contracts and grant agreements, including compliance with federal statutes, regulations, and the terms and conditions of federal awards applicable to the district's federal programs; identifying and ensuring that the district complies with applicable laws, regulations, contracts, and grant agreements, including compliance with federal statutes, regulations, and the terms and conditions of federal awards applicable to the District's federal programs; and informing us of all instances of identified or suspected noncompliance whose effects on the financial statements should be considered.

You are responsible for taking timely and appropriate steps to remedy any fraud; noncompliance with provisions of laws, regulations, contracts, or grant agreements; or abuse that we may report. Additionally,

as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings; and to follow up and take prompt corrective action on reported audit findings and to prepare a summary schedule of prior audit findings and a corrective action plan. The summary schedule of prior audit findings should be available for our review on the first day of fieldwork.

You are responsible for ensuring that management is reliable and for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, and other matters, and for the accuracy and completeness of that information, and for ensuring the information is reliable and properly reported; (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance; (3) additional information that we may request for the purpose of the audit; and (4) unrestricted access to persons within the district from whom we determine it necessary to obtain audit evidence. You agree to inform us of events occurring or facts discovered subsequent to the date of the financial statements that may affect the financial statements.

You agree to include our report on the schedule of expenditures of federal awards in any document that contains and indicates that we have reported on the schedule of expenditures of federal awards. You also agree to include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon or make the audited financial statements readily available to intended users of the schedule of expenditures of federal awards no later than the date the schedule of expenditures of federal awards is issued with our report thereon. Your responsibilities include acknowledging to us in the representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; (2) you believe the schedule of expenditures of federal awards, including its form and content, is fairly presented in accordance with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

Management is responsible for the preparation and fair presentation of the supplementary information in accordance with U.S. GAAP. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon or make the audited financial statements readily available to users of the supplementary information no later than the date the supplementary information is issued with our report thereon. You agree to provide us written representations related to the presentation of the supplementary information.

Management is responsible for providing us with a written confirmation concerning representations made by you and your staff to us in connection with the audit and the presentation of the basic financial statements and RSI. During our engagement, we will request information and explanations from you regarding, among other matters, the district's activities, internal control, future plans, specific transactions, and accounting systems and procedures. The procedures we will perform during our engagement and the conclusions we reach as a basis for our report will be heavily influenced by the representations that we receive in the representation letter and otherwise from you. Accordingly, inaccurate, incomplete, or false representations could cause us to expend unnecessary effort or could

cause a material fraud or error to go undetected by our procedures. In view of the foregoing, you agree that we shall not be responsible for any misstatements in the district's financial statements that we may fail to detect as a result of misrepresentations made to us by you.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies to us of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the "Audit objectives" section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or other engagements or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

### **Responsibilities and limitations related to nonaudit services**

For all nonaudit services we may provide to you, management agrees to assume all management responsibilities; oversee the services by designating an individual, preferably within senior management, who possesses suitable skill, knowledge, and/or experience to understand and oversee the services; evaluate the adequacy and results of the services; and accept responsibility for the results of the services.

The responsibilities and limitations related to the nonaudit services performed as part of this engagement are as follows:

- We will prepare a draft of your financial statements, schedule of expenditures of federal awards, and related notes in conformity with U.S. GAAP and the Uniform Guidance based on information provided by you. Since the preparation and fair presentation of the financial statements and schedule of expenditures of federal awards is your responsibility, you will be required to acknowledge in the representation letter our assistance with preparation of the financial statements and schedule of expenditures of federal awards and that you have reviewed and approved the financial statements, schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. You have a responsibility to be in a position in fact and appearance to make an informed judgment on those financial statements and schedule of expenditures of federal awards.
- We will propose adjusting journal entries as needed. You will be required to review and approve those entries and to understand the nature of the changes and their impact on the financial statements.

These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*.

### **Use of financial statements**

The financial statements and our report thereon are for management's use. If you intend to reproduce and publish the financial statements and our report thereon, they must be reproduced in their entirety. Inclusion of the audited financial statements in a document, such as an annual report or bond offering document, should be done only with our prior approval of the document. You are responsible to provide us the opportunity to review such documents before issuance.

If the parties (i.e., you and CLA) agree that CLA will not be involved with your official statements related to municipal securities filings or other offering documents, we will require that any official statements or other offering documents issued by you with which we are not involved clearly indicate that CLA is not involved with the contents of such documents. Such disclosure should read as follows:

CliftonLarsonAllen LLP, our independent auditor, has not been engaged to perform and has not performed, since the date of its report included herein, any procedures on the financial statements addressed in that report. CliftonLarsonAllen LLP also has not performed any procedures relating to this offering document.

With regard to the electronic dissemination of audited financial statements, including financial statements published electronically on your website or submitted on a regulator website, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in those sites or to consider the consistency of other information in the electronic site with the original document.

We may issue preliminary draft financial statements to you for your review. Any preliminary draft financial statements should not be relied on or distributed.

#### **Engagement administration and other matters**

We expect to begin our audit in February annually.

We understand that your employees will prepare all confirmations, account analyses, and audit schedules we request and will locate any documents or invoices selected by us for testing. A list of information we expect to need for our audit and the dates required will be provided in a separate communication.

At the conclusion of the engagement, we will complete the auditor sections of the electronic Data Collection Form SF-SAC and perform the steps to certify the Form SF-SAC and single audit reporting package. It is management's responsibility to complete the auditee sections of the Data Collection Form. We will create the single audit reporting package PDF file for submission; however, it is management's responsibility to review for completeness and accuracy and electronically submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditors' reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse and, if appropriate, to pass-through entities. The Data Collection Form and the reporting package must be electronically submitted within the earlier of 30 calendar days after receipt of the auditors' reports or nine months after the end of the audit period.

We will provide copies of our reports to the district; however, management is responsible for distribution of the reports and the financial statements. We will assist the District with submission to the California Department of Education, the California State Controller's Office, and the Los Angeles County Department of Education. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the sole and exclusive property of CLA and constitutes confidential and proprietary information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to the State Controller's Office, or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit



findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of CLA personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of seven years after the report release date or for any additional period requested by the State Controller's Office. If we are aware that a federal awarding agency, pass-through district, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

CLA will not disclose any confidential, proprietary, or privileged information of the district to any persons without the authorization of district management or unless required by law. This confidentiality provision does not prohibit us from disclosing your information to one or more of our affiliated companies in order to provide services that you have requested from us or from any such affiliated company. Any such affiliated company shall be subject to the same restrictions on the use and disclosure of your information as apply to us.

Our engagement and responsibility end on delivery of our signed report. Any additional services that might be requested will be a separate, new engagement. The terms and conditions of that new engagement will be governed by a new, specific engagement letter for that service.

*Government Auditing Standards* require that we make our most recent external peer review report publicly available. The report is posted on our website at [www.CLAconnect.com/Aboutus/](http://www.CLAconnect.com/Aboutus/).

### **Mediation**

Any disagreement, controversy, or claim ("Dispute") that may arise out of any aspect of our services or relationship with you, including this engagement, shall be submitted to non-binding mediation by written notice ("Mediation Notice") to the other party. In mediation, we will work with you to resolve any differences voluntarily with the aid of an impartial mediator.

The mediation will be conducted as specified by the mediator and agreed upon by the parties. The parties agree to discuss their differences in good faith and to attempt, with the assistance of the mediator, to reach an amicable resolution of the Dispute.

Each party will bear its own costs in the mediation. The fees and expenses of the mediator will be shared equally by the parties.

Any Dispute will be governed by the laws of the state of Minnesota, without giving effect to choice of law principles.

### **Time limitation**

The nature of our services makes it difficult, with the passage of time, to gather and present evidence that fully and fairly establishes the facts underlying any Dispute that may arise between the parties. The parties agree that, notwithstanding any statute or law of limitations that might otherwise apply to a Dispute, including one arising out of this agreement or the services performed under this agreement, for breach of contract or fiduciary duty, tort, fraud, misrepresentation or any other cause of action or remedy, any

action or legal proceeding by you against us must be commenced within twenty-four (24) months (“Limitation Period”) after the date when we deliver our final audit report under this agreement to you, regardless of whether we do other services for you relating to the audit report, or you shall be forever barred from commencing a lawsuit or obtaining any legal or equitable relief or recovery.

The Limitation Period applies and begins to run even if you have not suffered any damage or loss, or have not become aware of the existence or possible existence of a Dispute.

**Fees**

Our fees for these services will be based on the time involved and the degree of responsibility and skills required, plus expenses including internal and administrative charges. Based on our preliminary estimates, the fee for the engagement will be as follows:

	<u>June 30, 2020</u>	<u>June 30, 2021</u>	<u>June 30, 2022</u>
<b>District Audit Services</b>	\$85,000	\$85,000	\$85,000
<b>Measure S Performance Audit Services</b>	\$ 7,500	\$ 7,500	\$ 7,500

The fee estimate is based on anticipated cooperation from your personnel and their assistance with preparing confirmations and requested schedules. If the requested items are not available on the dates required or are not accurate, the estimated fee for services will likely be higher. If unexpected circumstances require significant additional time, we will advise you before undertaking work that would require a substantial increase in the fee estimate. Our invoices for these fees will be rendered on a monthly basis as work progresses. Billings are payable on presentation. In accordance with our firm policies, work may be suspended if your account becomes 60 days or more overdue and will not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed even if we have not issued our reports. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket expenditures through the date of termination.

It is understood that in accordance with Education Code 14505 and 41020, the District and Auditor agree to the following: ten percent (10%) of the audit fee shall be withheld by the District until the Office of the Controller, State of California, certifies that the audit report conforms to the reporting provisions of the Audit Guide. [E.C. Section 14505(a)] This contract shall be null and void if the firm of CliftonLarsonAllen LLP or individual(s) is declared ineligible, pursuant to subdivision (c) of Section 41020.5. The withheld amount shall not be payable unless payment is ordered by the State Board of Accountancy or the audit report for that subsequent year is certified by the Office of the Controller, State of California, as conforming to reporting provisions of the Audit Guide. [E.C. Section 145059(b)]. In accordance with Education Code Section 41020, all audit reports for the 1988-89 fiscal year, and for each subsequent fiscal year, shall be developer and reported using a format established by the Controller after consultation with the Superintendent of Public Instruction.

***Other fees***

You also agree to compensate us for any time and expenses, including time and expenses of legal counsel, we may incur in responding to discovery requests or participating as a witness or otherwise in any legal, regulatory, or other proceedings that we are asked to respond to on your behalf.

***Finance charges and collection expenses***

You agree that if any statement is not paid within 30 days from its billing date, the unpaid balance shall accrue interest at the monthly rate of one and one-quarter percent (1.25%), which is an annual percentage rate of 15%. In the event that any collection action is required to collect unpaid balances due us, reasonable attorney fees and expenses shall be recoverable.

***Subcontractors***

CLA may, at times, use subcontractors to perform services under this agreement, and they may have access to your information and records. Any such subcontractors will be subject to the same restrictions on the use of such information and records as apply to CLA under this agreement.

***Agreement***

We appreciate the opportunity to be of service to you and believe this letter accurately summarizes the significant terms of our engagement. This letter constitutes the entire agreement regarding these services and supersedes all prior agreements (whether oral or written), understandings, negotiations, and discussions between you and CLA. If you have any questions, please let us know. Please sign, date, and return the enclosed copy of this letter to us to indicate your acknowledgment and understanding of, and agreement with, the arrangements for our audit of your financial statements including the terms of our engagement and the parties' respective responsibilities.

Sincerely,

**CliftonLarsonAllen LLP**

A handwritten signature in cursive script, appearing to read "Gema Ptasiński".

Gema Ptasiński, CPA  
Principal  
(626) 857-7300  
gema.ptasinski@CLAconnect.com

Enclosures

**Response:**

This letter correctly sets forth the understanding of Glendale Unified School District.

Authorized management signature: \_\_\_\_\_

Title: Stephen Dickinson/Chief Business and Financial Officer

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

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

CONSENT CALENDAR NO. 9

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

PREPARED BY: Stephen Dickinson, Chief Business and Financial Officer

SUBJECT: **Agreements with Various Law Firms to Provide Legal Services for the District for 2019-20 School Year**

---

The Interim Superintendent recommends that the Board of Education approve agreements with various law firms to provide legal services for the District for 2019-20 school year.

It is recommended that the following law firms be used to provide legal services as needed:

- Atkinson, Andelson, Loya, Ruud & Romo
- Dannis, Woliver, Kelley
- Doumanian & Associates
- Fagen, Friedman & Fulfroost
- Hatch & Cesario
- Law Offices of Jeff C. Marderosian
- Margaret Chidester & Associates
- Orbach, Huff, Suarez & Henderson

The agreements are available in the Business Services Department for review. As departments utilize services of these law firms, they will process the payments to the firms through the Purchase Orders and charge these services to appropriate account based upon the type of service provided (i.e., Business Services, Educational Services, Human Resources, Planning and Development, Special Education, etc.).

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

CONSENT CALENDER NO. 10

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Kristine Nam, Communications Director

SUBJECT: **Approval of Agreement with Rob Wiltsey Creative Partners LLC**

---

The Interim Superintendent recommends that the Board of Education approve the agreement with Rob Wiltsey Creative Partners, LLC for videography to enhance the GUSD brand and build community awareness for an amount not to exceed \$43,200.

Services agreement with Rob Wiltsey Creative Partners, LLC will support the implementation of LCAP Priority 3: Increase Engagement by assisting the district in developing videos to market various important district initiatives to the community. The total contract covers the cost of twelve 3-5 minute videos (\$3,500 per video) and accompanying short social media clips. This service is paid from the Unrestricted General Fund (01.0).

#

#

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

**SERVICES AGREEMENT**

This **Agreement** for Professional Services (“Agreement”) is made and entered into as of the 1st day of July, 2019 by and between the Glendale Unified School District, (“District”) and Rob Wiltsey Creative Partners, LLC a corporation, whose place of business is Glendora [City], herein referring to as (“Contractor”), (together, “Parties”).

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

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

NOW, THEREFORE, the Parties agree as follows:

1. **Term.** Contractor shall commence providing services under this Agreement on July 1, 2019 and will diligently perform as required and complete performance by June 30, 2020
2. **Submittal of Documents.** The Contractor shall not commence the Services under this Agreement until the Contractor has submitted and the District has approved the certificate(s) and affidavit(s), and the endorsement(s) of insurance required as indicated below:

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

3. **Compensation.** District agrees to pay the Contractor for services satisfactorily rendered pursuant to this Agreement (as needed, as requested) a total fee not to exceed (NTE) Forty three thousand two hundred dollars (\$ 43,200) which includes reimbursable cost listed in item 4.1. District shall pay Contractor according to the following terms and conditions:

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

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

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



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

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

10. **Insurance.**

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

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

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

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

- 10.1.2. **Workers' Compensation and Employers' Liability Insurance.** Workers' Compensation Insurance and Employers' Liability Insurance for all of its employees performing any portion of the Services. In accordance with provisions of section 3700 of the California Labor Code, the Contractor shall be required to secure workers' compensation coverage for its employees. If any class of employee or employees engaged in performing any portion of the Services under this Agreement are not protected under the Workers' Compensation Statute, adequate insurance coverage for the protection of any employee(s) not otherwise protected must be obtained before any of those employee(s) commence performing any portion of the Services.
- 10.1.3. **Professional Liability (Errors and Omissions).** Professional Liability Insurance as appropriate to the Contractor's profession.
- 10.2. **Proof of Carriage of Insurance.** The Contractor shall not commence performing any portion of the Services until all required insurance has been obtained and certificates indicating the required coverage have been delivered in duplicate to the District and approved by the District. Certificates and insurance policies shall include the following:
  - 10.2.1. A clause stating: "SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISION."
  - 10.2.2. Language stating in particular those insured, extent of insurance, location and operation to which insurance applies, expiration date, to which cancellation and reduction notice will be sent, and length of notice period.
  - 10.2.3. An endorsement stating that the District and its Board of Education, agents, representatives, employees, trustees, officers, Contractors, and volunteers are named additional insured under all policies except Workers' Compensation Insurance, Professional Liability, and Employers' Liability Insurance. An endorsement shall also state that Contractor's insurance policies shall be primary to any insurance or self-insurance maintained by District. An endorsement shall also state that there shall be a waiver of any subrogation.
  - 10.2.4. All policies except the Professional Liability, Workers' Compensation Insurance, and Employers' Liability Insurance Policies shall be written on an occurrence form.
- 10.3. **Acceptability of Insurers.** Insurance is to be placed with insurers with a current A.M. Best's rating of no less than A: VII, unless otherwise acceptable to the District.
11. **Assignment.** The obligations of the Contractor pursuant to this Agreement shall not be assigned by the Contractor.

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

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

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

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

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

**District:**

**Glendale Unified School District**  
223 N. Jackson Street  
Glendale, California 91206  
ATTN: Public Information Office

**Contractor:**

Rob Wiltsey Creative Partners LLC  
\_\_\_\_\_  
440 E. Route 66  
\_\_\_\_\_  
Glendora, California 91740  
\_\_\_\_\_

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

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



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

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

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

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

SIGNATURE PAGE

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

Company Name Rob Wiltsey Creative Partners, LLC

By: \_\_\_\_\_  
Signature \_\_\_\_\_ Title: \_\_\_\_\_  
Rob Wiltsey \_\_\_\_\_ Dated: \_\_\_\_\_, 20\_\_  
Print Name \_\_\_\_\_

By: \_\_\_\_\_  
Signature \_\_\_\_\_ Title: \_\_\_\_\_  
\_\_\_\_\_ Dated: \_\_\_\_\_, 20\_\_  
Print Name \_\_\_\_\_

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

**Information regarding Contractor:**  
License No.: \_\_\_\_\_  
Address: 440 E. Route 66  
Glendora, California 91740  
Telephone: 626 533-0334  
Facsimile: \_\_\_\_\_  
E-Mail: rob@robwiltsey.com

81-2304990 :  
Employer Identification and/or  
Social Security Number

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

Type of Business Entity:  
 Individual  
 Sole Proprietorship  
 Partnership  
 Limited Partnership  
 Corporation, State: \_\_\_\_\_  
 Limited Liability Company  
 Other: \_\_\_\_\_

**Glendale Unified School District**

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

Print Name: Stephen Dickinson

Print Title: Chief Business & Financial Officer



**ATTACHMENT A**

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

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

Contractor may provide the following General Services:

Video production of 12 videos 3 - 5 minutes and up to 12 short Social Media clips

**EXHIBIT "A"**

**WORKERS' COMPENSATION CERTIFICATION**

Labor Code Section 3700 in relevant part provides:

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

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

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

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

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

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

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

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

**EXHIBIT "B"**  
**FINGERPRINTING/CRIMINAL BACKGROUND INVESTIGATION CERTIFICATION**

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

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

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

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

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

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

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

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

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

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

Name of Contractor or Company: Rob Wiltsey Creative Partners, LLC

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

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

**EXHIBIT "C"**

**NONCOLLUSION DECLARATION TO BE EXECUTED BY  
BIDDER AND SUBMITTED WITH BID**

(Public Contract Code section 7106)

The undersigned declares:

I am the Rob Wiltsey of Rob Wiltsey Creative Partners, LLC, the party making the foregoing bid.

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

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

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

\_\_\_\_\_  
Signature

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

**EXHIBIT "D"**

**TUBERCULOSIS CLEARANCE**

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

I am a representative of the <sup>Rob Wiltsey Creative Partners, LLC</sup> \_\_\_\_\_ ("Contractor") currently entering into this Agreement with the District and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of Contractor.

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

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

- The Contractor has complied with the tuberculosis requirements of Education Code Section 49406.1 with respect to all Contractor's employees and all of its subcontractors' employees who may have contact with District students in the course of providing Services pursuant to the Agreement, and the California Department of Justice has determined that none of those employees has active tuberculosis, as that term is defined in Education Code Section 45122.1. A complete and accurate list of Contractor's employees and of all of its subcontractors' employees who may come in contact with District students during the course and scope of the Agreement is attached hereto; and/or
  
- Contractor's Services under the Agreement are to be provided at an unoccupied school site only and/or will not be done on any District property and no employee and/or subcontractor or supplier of any tier of Agreement shall come in contact with District students.

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

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

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

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

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

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

CONSENT CALENDER NO. 11

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Kristine Nam, Communications Director

SUBJECT: **Approval of Consultant Agreement with Trusted Messenger Marketing (TMM)**

---

The Interim Superintendent recommends that the Board of Education approve the consulting agreement with Trusted Messenger Marketing for social media and online management in the amount of \$30,000 for the 2019-2020 school year.

Consultant agreement with Trusted Messenger Marketing (TMM) will support the implementation of LCAP Priority 3: Increase Engagement by assisting the district in developing a social media marketing strategy.

TMM focuses primarily on messaging and rapid response to ensure the district is positioned ahead of social media conversations about key district initiatives, such as the proposed Sagebrush territory transfer. Additionally, TMM provides social media training for the Public Information Office and school staff, as-needed.

The contract will not exceed 12 months or \$30,000. The contract includes a monthly staff fee plus a budget of up to \$500 per month for paid social media promotion and advertising.

#

#

**GLENDALE UNIFIED SCHOOL DISTRICT**

223 North Jackson Street  
Glendale, CA 91206  
(818) 241-3111

**SERVICES AGREEMENT**

This **Agreement** for Professional Services (“Agreement”) is made and entered into as of the 1 day of July, 2019 by and between the Glendale Unified School District, (“District”) and Trusted Messenger Marketing a corporation, whose place of business is Los Angeles [City], herein referring to as (“Contractor”), (together, “Parties”).

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

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

NOW, THEREFORE, the Parties agree as follows:

1. **Term.** Contractor shall commence providing services under this Agreement on July 1, 2019 and will diligently perform as required and complete performance by June 30, 2020
2. **Submittal of Documents.** The Contractor shall not commence the Services under this Agreement until the Contractor has submitted and the District has approved the certificate(s) and affidavit(s), and the endorsement(s) of insurance required as indicated below:

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

3. **Compensation.** District agrees to pay the Contractor for services satisfactorily rendered pursuant to this Agreement (as needed, as requested) a total fee not to exceed (NTE) Thirty Thousand dollars (\$ 30,000 ) which includes reimbursable cost listed in item 4.1. District shall pay Contractor according to the following terms and conditions:

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

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

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



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

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

10. **Insurance.**

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

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

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

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

- 10.1.2. **Workers' Compensation and Employers' Liability Insurance.** Workers' Compensation Insurance and Employers' Liability Insurance for all of its employees performing any portion of the Services. In accordance with provisions of section 3700 of the California Labor Code, the Contractor shall be required to secure workers' compensation coverage for its employees. If any class of employee or employees engaged in performing any portion of the Services under this Agreement are not protected under the Workers' Compensation Statute, adequate insurance coverage for the protection of any employee(s) not otherwise protected must be obtained before any of those employee(s) commence performing any portion of the Services.
- 10.1.3. **Professional Liability (Errors and Omissions).** Professional Liability Insurance as appropriate to the Contractor's profession.
- 10.2. **Proof of Carriage of Insurance.** The Contractor shall not commence performing any portion of the Services until all required insurance has been obtained and certificates indicating the required coverage have been delivered in duplicate to the District and approved by the District. Certificates and insurance policies shall include the following:
  - 10.2.1. A clause stating: "SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISION."
  - 10.2.2. Language stating in particular those insured, extent of insurance, location and operation to which insurance applies, expiration date, to which cancellation and reduction notice will be sent, and length of notice period.
  - 10.2.3. An endorsement stating that the District and its Board of Education, agents, representatives, employees, trustees, officers, Contractors, and volunteers are named additional insured under all policies except Workers' Compensation Insurance, Professional Liability, and Employers' Liability Insurance. An endorsement shall also state that Contractor's insurance policies shall be primary to any insurance or self-insurance maintained by District. An endorsement shall also state that there shall be a waiver of any subrogation.
  - 10.2.4. All policies except the Professional Liability, Workers' Compensation Insurance, and Employers' Liability Insurance Policies shall be written on an occurrence form.
- 10.3. **Acceptability of Insurers.** Insurance is to be placed with insurers with a current A.M. Best's rating of no less than A: VII, unless otherwise acceptable to the District.
11. **Assignment.** The obligations of the Contractor pursuant to this Agreement shall not be assigned by the Contractor.

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

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

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

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

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

**District:**

**Glendale Unified School District**  
223 N. Jackson Street  
Glendale, California 91206  
ATTN: Public Information Office

**Contractor:**

Trusted Messenger Marketing  
2170 Century Park East  
Los Angeles, CA 90067  
Attn: Brian Ross Adams

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

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

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

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

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

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

SIGNATURE PAGE

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

Company Name Trusted Messenger Marketing

By: [Signature] President  
Signature Title:  
Brian Ross Adams Dated: 6/10, 2019  
Print Name

By: \_\_\_\_\_  
Signature Title:  
\_\_\_\_\_ Dated: \_\_\_\_\_, 20\_\_\_\_  
Print Name

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

Information regarding Contractor:

License No.: \_\_\_\_\_  
Address: 2170 Century Park East  
Los Angeles, California 90067  
Telephone: 310 592-1799  
Facsimile: \_\_\_\_\_  
E-Mail: brian@trustedmessengermarketing

064-72-1339 :  
Employer Identification and/or  
Social Security Number

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

Type of Business Entity:  
 Individual  
 Sole Proprietorship  
 Partnership  
 Limited Partnership  
 Corporation, State: \_\_\_\_\_  
 Limited Liability Company  
 Other: \_\_\_\_\_

Glendale Unified School District

By: \_\_\_\_\_ Date: 6/10/2019

Print Name: Stephen Dickinson

Print Title: Chief Business & Financial



**ATTACHMENT A**

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

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

Contractor may provide the following General Services:

Social Media Management and Online Consulting

Social Media Promotion/Advertising

**EXHIBIT "A"**

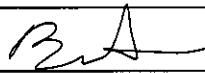
**WORKERS' COMPENSATION CERTIFICATION**

Labor Code Section 3700 in relevant part provides:

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

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

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

Date: 6/10/2019  
Name of Contractor: Brian Ross Adams  
Signature:   
Print Name and Title: Brian Ross Adams, President

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

**EXHIBIT "B"**  
**FINGERPRINTING/CRIMINAL BACKGROUND INVESTIGATION CERTIFICATION**

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

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

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

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

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

Name: Brian Ross Adams

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

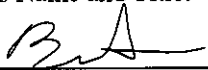
Contractor's responsibility for background clearance extends to all of its employees, Subcontractors, and employees of Subcontractors coming into contact with District pupils regardless of whether they are designated as employees or acting as independent contractors of the Contractor.

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

Date: 6/10/2019

Name of Contractor or Company: Trusted Messenger Marketing

Representative's Name and Title: Brian Ross Adams, President

Signature: 

**EXHIBIT "C"**

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

The undersigned declares:

I am the Brian Ross Adams of Trusted Messenger Mark, the party making the foregoing bid.

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

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

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct and that this declaration is executed on 6/10/2019 [date], at Los Angeles[city], CA [state].



\_\_\_\_\_  
Signature

Brian Ross Adams

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

**EXHIBIT "D"**

**TUBERCULOSIS CLEARANCE**

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

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

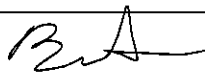
Contractor's responsibility for tuberculosis clearance extends to all of its employees, subcontractors, and employees of subcontractors coming into contact with District students regardless of whether they are designated as employees or acting as independent contractors of the Contractor.

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

- The Contractor has complied with the tuberculosis requirements of Education Code Section 49406.1 with respect to all Contractor's employees and all of its subcontractors' employees who may have contact with District students in the course of providing Services pursuant to the Agreement, and the California Department of Justice has determined that none of those employees has active tuberculosis, as that term is defined in Education Code Section 45122.1. A complete and accurate list of Contractor's employees and of all of its subcontractors' employees who may come in contact with District students during the course and scope of the Agreement is attached hereto; and/or
- Contractor's Services under the Agreement are to be provided at an unoccupied school site only and/or will not be done on any District property and no employee and/or subcontractor or supplier of any tier of Agreement shall come in contact with District students.

Date: 6/10/2019

Name of Contractor: Brian Ross Adams

Signature: 

Print Name and Title: Brian Ross Adams, President

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

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

CONSENT CALENDAR NO. 12

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business & Financial Officer

SUBJECT: **Approval of Memorandum of Understanding with the Verdugo Woodlands Dad's Club**

---

The Interim Superintendent recommends that the Board of Education approve a Memorandum of Understanding (MOU) with Verdugo Woodlands Dad's Club for use of facilities from August 21, 2019 through June 10, 2020.

The Verdugo Woodlands Elementary School does not have sufficient facilities on campus for the instrumental music program; therefore, the District has entered into a Memorandum of Understanding with the Verdugo Woodlands Dad's Club for use of their facilities from August 21, 2019 through June 10, 2020. The cost of these services is \$30.00 an hour not to exceed \$9,120.00 for schooldays during the period of August 21, 2019 and June 10, 2020 paid from the Unrestricted General Fund (01.0).

It is recommended that the Board approve the attached MOU with the Verdugo Woodlands Dad's Club.

# GLENDALE UNIFIED SCHOOL DISTRICT

---

## MEMORANDUM OF UNDERSTANDING

*Agreement for Verdugo Woodlands Elementary School, located at 1751 N. Verdugo Road, Glendale, CA 91208.*

This agreement is entered into between the Glendale Unified School District (GUSD), and Provider the Verdugo Woodlands Dad's Club, located at 1728 Canada Blvd., Glendale, CA 91208. It is recognized that the provisions of this agreement shall be construed in a manner not inconsistent with the California Education Code and other laws of the State of California.

In furtherance of the foregoing purpose, Provider and District agree as follows:

1. **Term of Agreement.** This agreement shall be in effect for the period: **August 21, 2019** through **June 10, 2020**. This agreement gives GUSD rights to use the Dad's Club facility every Thursday, from 7:15 AM – 3:15 PM for instrumental music instruction. This agreement is subject to cancellation with **twenty (20) calendar days** written notice by either party. Renewal of agreement may occur on execution by both parties of a written amendment to the agreement providing such extension.
2. **Staffing.** GUSD shall be solely responsible for staff providing services under this agreement. GUSD certifies that staff and/or trainees providing the services are adequately trained and prepared according to prevailing professional standards for providing such services and that personnel providing clinic and/or counseling services are licensed or otherwise legally qualified. GUSD certifies that it shall provide adequate supervision of the staff and/or trainees. GUSD certifies that all personnel in contact with students are adequately screened, so as to prevent the assignment of personnel who may pose a threat to the safety and welfare of students. All personnel shall provide evidence of freedom from tuberculosis within six months prior to the commencement of service.
3. **Facilities.** Provider will be responsible for the cost and maintenance of facilities.
4. **Equipment.** Provider will be responsible for the cost and care of equipment pertaining to the facilities including the sound and light systems, restrooms, and kitchen. GUSD will be responsible for maintaining existing equipment such as tables and chairs and for providing additional necessary equipment including music stands, risers, etc.
5. **Conflict Resolution.** Should any problems or conflicts arise in the course of the delivery of services, it is understood that the authorized representative of the District will work with the parties to accomplish an effective resolution through mediation.
6. **Billing.** The cost of these services shall be **\$30.00 an hour not to exceed \$9,120.00 for schooldays during the period of August 21, 2019 and June 10, 2020.**
7. **Insurance.** Provider shall present District with an original Certificate(s) of Insurance evidencing insurance coverage for General Liability, and Workers' Compensation. Evidence of insurance covering vehicles will also be required if Provider's services involve use of vehicle(s) on District site(s) or providing transportation to District students. Provider's general liability and medical malpractice and vehicle coverage shall, at a minimum, provide for limits of \$1,000,000/\$3,000,000 per claim/occurrence. District shall be named as an additional insured by endorsement. Provider shall maintain the aforementioned insurance in effect at all times during the life of this Agreement. District warrants that it is self-insured against claims for general liability.

8. **Liability.** Provider shall indemnify, defend, and save the District, its Board of Trustees, officers, agents, employees, agents, and volunteers harmless with respect to any and all claims, damages, losses, causes of actions and demands, including reasonable attorney's fees and costs, incurred in connection with or in any manner arising out of Provider's, its agents', or its employees' performance or failure to perform any duties contemplated by this Agreement.
9. **Independent Contractor.** Provider and any and all agents and employees of Provider shall perform the services required pursuant to this Agreement as an independent contractor, not as officers, employees, or agents of the District. Provider shall pay all wages, salaries, and other amounts due to its agents and employees in connection with their performance under this Agreement and as required by law.
10. **Notices.** Any notices or communications under this Agreement shall be in writing and shall be deemed to be duly given if served personally on the party to whom it is directed or shall be deemed served forty-eight (48) hours after the same has been deposited in the United States mail, certified or registered mail, return receipt requested, postage prepaid, and addressed in the care of:

District: Glendale Unified School District  
Attn: Dr. Kelly King  
223 N. Jackson Street  
Glendale, CA 91206

Provider: Verdugo Woodlands Dad's Club  
1728 Canada Blvd.  
Glendale, CA 91208

11. **Taxes.** Provider shall be liable and solely responsible for reporting and paying all required taxes and workers' compensation and other obligations, including, but not limited to, federal and state income taxes and social security taxes associated with its services under this Agreement. Provider agrees to indemnify, defend, and hold the District harmless from any liability, which Provider may incur to the federal or state governments as a consequence of this Agreement. All payments to the Provider shall be reported to the Internal Revenue Service.
12. **Assignment.** The District and the Provider, respectively, bind themselves, their successors, assigns, and representatives of such other party with respect to all terms of this Agreement. Neither District nor Provider shall assign or transfer any interest in this Agreement without the written consent of the other.
13. **Amendments.** This Agreement cannot be changed or supplemented orally and may be modified or superseded only by written instrument executed by all parties.
14. **Non-waiver.** Parties agree that no failure to exercise, and no delay in exercising any right, power, or privilege under this Agreement on the part of either party shall operate as a waiver of any right, power, or privilege hereunder. Parties further agree that no single or partial exercise of any right, power, or privilege hereunder shall preclude further exercise thereof.
15. **Severability.** If any provision of this Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision of this Agreement.



- 16. **Execution by Facsimile or in Counterparts.** This Agreement may be executed in counterparts such that the signatures may appear on separate signature pages. A copy, or an original, with all signatures appended together, shall be deemed a fully executed Agreement.
- 17. **Interpretation.** The language of all parts of this Agreement shall, in all cases, be construed as whole, according to its fair meaning, and not strictly for or against either party.
- 18. **Governing Law.** This Agreement shall be governed by the laws in the State of California and venue shall be in the appropriate Superior Court in Los Angeles County, California.
- 19. **Attorney's Fees.** In any action to enforce this Agreement, the prevailing Party shall be entitled to costs and reasonable attorney's fees.
- 22. **Entire Agreement.** This Agreement constitutes the entire Agreement between the parties and supersedes all prior negotiations, representations, or agreements, either written or oral. This Agreement may be amended only by written instruction signed by both the District and the Provider.

IN WITNESS THEREOF, THE PARTIES HERETO HAVE CAUSED THIS AGREEMENT TO BE FULLY EXECUTED.

1) DISTRICT Glendale Unified School District

Dr. Kelly King, Interim Superintendent \_\_\_\_\_  
(Name) (Signature) (Date)

2) SCHOOL FOR WHICH SERVICES WILL BE PROVIDED: Verdugo Woodlands E.S.

Kristina Provost \_\_\_\_\_  
(Name of School Principal) (Signature) (Date)

3) PROVIDER: Verdugo Woodlands Dad's Club

\_\_\_\_\_  
(Name and Title of Authorized Signature) (Signature) (Date)

Agency Address: 1728 Canada Boulevard, Glendale, CA 91208

Agency Telephone Number: (818) 956-9005

Website: vwdadsclub.com

Agency Federal ID Number: 95-6061515

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 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: **Memorandum of Understanding with Glendale Educational Foundation and GEF Summer School, Inc.**

---

The Interim Superintendent recommends that the Board of Education approve a Memorandum of Understanding with the Glendale Educational Foundation and GEF Summer School, Inc. for use of office space at the Administration Building as an office.

The Glendale Educational Foundation (GEF) is a non-profit organization with a mission to raise funds to support and enhance quality educational programs for students in the District, specifically focusing on areas of visual & performing arts, science & technology, and health & fitness. The District works cooperatively with the Foundation in determining the purposes for which funds may be used to meet the changing needs of the District and its students.

Additionally, GEF Summer School, Inc. (GEFSS) provides classes during the summer to allow students to accelerate and enhance their academic program in correlation with the District's regular educational program.

It is recommended that the Board approve the attached Memorandum of Understanding with the Glendale Educational Foundation and GEF Summer School Inc. to provide office space in connection with the Foundation's activities and operations.

**MEMORANDUM OF UNDERSTANDING  
BY AND AMONG GLENDALE UNIFIED SCHOOL DISTRICT,  
GLENDALE EDUCATIONAL FOUNDATION AND  
GEF SUMMER SCHOOL, INC.  
(Revised June 4, 2019)**

This Memorandum of Understanding ("MOU") is entered into as of the 16th day of June 2015, by and among **Glendale Unified School District**, a California unified public school district ("District"), **Glendale Educational Foundation**, a California non-profit public benefit corporation ("GEF"), and **GEF Summer School, Inc.**, a California non-profit public benefit corporation ("GEFSS"). GEF and GEFSS may be collectively referred to as the "Foundation." District, GEF, and GEFSS are collectively referred to as the "Parties."

**A.** WHEREAS, the District operates a public education system with elementary and secondary schools in Glendale, La Crescenta, Montrose and part of La Cañada-Flintridge.

**B.** WHEREAS, GEF is a 501(c)(3) non-profit corporation (EIN 95-3815676) with a mission to raise funds to support and enhance quality educational programs for every student attending a school of the District, specifically focusing on three areas: visual and performing arts; science and technology; and health and fitness.

**C.** WHEREAS, the GEFSS is a 501(c)(3) non-profit corporation (EIN 46-1407110) with the purpose of providing a quality learning environment during the summer to allow students to accelerate and enhance their academic program in correlation with the District's regular educational program.

**D.** WHEREAS, because demands on the public educational system exceed available public funding, on November 3rd, 2010, the District's Board of Education ("Board") adopted Board Policy 1260, entitled Community Relations – Educational Foundation, recognizing that members of the community are often willing to make voluntary financial contributions to assist the District in achieving its goals for student learning.

**E.** WHEREAS, the Board's adoption of Board Policy 1260 reflects the Board's desire to work cooperatively with the Foundation in determining the purposes for which funds may be used to meet the changing needs of the District and its students.

**F.** WHEREAS, although GEF and GEFSS are separate legal entities and independent of the District, they are encouraged to provide regular reports to the Board on the status of their work, to communicate ways that the District can help support their activities, and to seek feedback on their activities.

NOW, THEREFORE, in order to memorialize the intentions, responsibilities, and relationship among the District, GEF, and GEFSS regarding the fundraising contemplated in Board Policy 1260, the District and the Foundation agree as follows:

**1. DISTRICT RESPONSIBILITIES**

In consideration for the Foundation's work conducted for the benefit of the District, the District agrees to the following:

**a. Facilities.**

**i.** The District has allocated the following space at the District's Administration Building for the Foundation's use in connection with its activities and

operations:

- Exclusive use of Room #110. This Room will be equipped with:
  - Office Furniture (three desks, six chairs, file cabinets);
  - Technology equipment and accessories, including three computers, one printer, access to network, and email;
  - Three telephones;
  - Access to a fax line; and
  - Access to office supplies.
- Exclusive use of one storage pallet at the storage warehouse.
- Shared use of:
  - Copier machines;
  - US mailbox and District's interoffice mail system; and
  - Meeting rooms.

**ii.** The Foundation's staff members and employees shall abide by all District rules and regulations regarding usage of District facilities and appropriate behavior on District property.

**iii.** Any modifications to these space allocations shall be memorialized in an amendment document pursuant to the terms of this MOU.

**iv.** If GEF or GEFSS seeks use of any District facilities, which may be considered a civic center, the Foundation shall request such facilities pursuant to the process outlined in the District's Board policies regarding Use of School Facilities, commencing at BP 1330.

**b. Q Online Information System.** District will provide access to Q to those students and their parents participating in the summer programs offered by GEFSS.

**c. Vendor List.** District will provide the Foundation with access to the District's vendors to assist with the Foundation's activities.

**d. Salary.** District will be responsible for the payment of 10 hours per week of clerical support.

**e. Summer School.** This MOU is intended to supplement, not supplant, the District's separate memorandum of understanding, to be generated in April annually, with the most current agreement dated 4/17/19 with respect to the operation of the summer school by GEFSS for District students, specifically regarding use of District's classrooms, books, technology, among others ("Summer School MOU"). To the extent any terms regarding GEFSS or its summer school program set forth in this MOU conflict or obscure any details relating to the operation of the summer school program, the terms under the Summer School MOU shall control.

## 2. GEF AND GEFSS RESPONSIBILITIES

In consideration for the District permitting the Foundation to conduct its operations at the District's facilities, the Foundation agrees to the following:

- a. **Equipment.** The Foundation will provide its own fax machine and color printer.
- b. **Office Costs.** The Foundation will be responsible for all office costs related to its activities within its exclusive office, excluding utilities.
- c. **Payroll and Salary.** The Foundation will be responsible for:
  - i. Payment of payroll and benefits for all GEFSS staff and employees. Foundation's employees shall not be considered employees or agents of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Foundation shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to Contractor's employees., and
- d. **Fundraising.**
  - i. GEF will staff, run and be responsible for the following fundraising events every school year:
    - State of the Schools Breakfast;\*
    - Gala;
    - Principal for a Day, with lunch; and
    - Other events that may be appropriate
  - ii. 90% of the net proceeds from these fundraising events will directly go to the District, with the remaining 10% to the Foundation.
  - iii. The Parties may modify these events at any time by entering into an amendment document to this MOU.
  - iv. The Foundation is responsible for the planning, methodology, and execution of the fundraising events, with the exception of the State of the Schools Breakfast which will be developed and executed in partnership with the District.
  - v. The Foundation shall not pursue or accept gifts or grants from private individuals or entities that would be in conflict with any District Board policies and any applicable laws or regulations.
  - vi. The Foundation shall establish and enforce policies to protect donor confidentiality and privacy rights.

**vii.** Monies donated by the Foundation to the District may be used to reimburse the District for approved expenses incurred in funding the agreed upon programs by the Parties. Payments will be made in a manner and on dates mutually agreed upon by the Superintendent, President of GEF, and President of GEFSS. Upon request, the District shall provide supporting documentation for all expenses.

### **3. DONOR RELATIONS**

**a.** As soon as reasonably practicable following the commencement of each school year, the District shall provide the Foundation with its master parent and alumni databases for use by the Foundation solely in connection with its fundraising activities. The Foundation shall not: (1) use any of the information from these databases for any other purpose, except in connection with fundraising activities for the Foundation; (2) sell or otherwise make available to any person, entity, or organization the databases or any of the information contained therein; or (3) use any of the information contained therein in a manner which, in any way, would violate any applicable law, ordinance, or regulation, or any privacy policy adopted by the District's Board.

**b.** The Foundation shall assume primary management responsibility for contact with donors and potential donors for the purpose of fundraising, but nothing in this MOU shall preclude or limit the District's right to contact any such donors or potential donors for any other purpose or to meet with any of them relating to fundraising with the consent of the Presidents of GEF and GEFSS.

**c.** To the extent reasonably feasible, the District shall make members of the Board, the Superintendent, and other senior District staff members reasonably available to meet with corporate donors or other potential donors to assist in fundraising activities. In addition, the District will make accessible school sites and/or programs, whenever reasonably possible, to interested corporate donors or other potential donors in a manner that does not disrupt the school site activities or program.

### **4. REPORTING**

**a.** At the end of each District fiscal year, the Superintendent shall provide a report ("Superintendent's Report") to the Presidents of GEF and GEFSS regarding the fundraising programs and activities as part of the State of the Schools address. The Superintendent's Report shall speak to the success of each program through use of any agreed-upon metrics and other criteria determined by the Superintendent to be relevant and shall include a narrative discussion of the program's effect, popularity, issues, among others. Subsequently, each President shall present the Superintendent's Report to his or her respective Foundation board.

**b.** The Superintendent's Report may be made available by the Foundation to the Foundation donors and potential donors.

**c.** As soon as practicable following receipt each year of the audited financial statements and/or year-end financial report for the Foundation, the Presidents shall meet with the Superintendent to present the Foundation's financial statements/report and activities. The Superintendent and the two Presidents may assess and discuss any present or future funding objectives or collaboration concerns at this time.

### **5. GOVERNANCE AND LIAISONS**

**a.** GEF and GEFSS each represent and warrant to the District that it is a non-profit public benefit corporation duly organized and validly existing in good standing in the State of



California and is an organization exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. GEF and GEFSS each agree to maintain its corporate good standing and tax-exempt status at all times.

**b.** As of the date of this MOU, GEF and GEFSS each has delivered to the District true and correct copies of its Articles of Incorporation, Bylaws, list of all members of the board of directors, and a list of all staff and/or employees. GEF and GEFSS each agrees to advise the Superintendent of any changes to its Articles of Incorporation or Bylaws within thirty (30) days after such changes are made and to provide to the District, not later than September 1<sup>st</sup> of each year, updated lists of all members of the board of directors, officers, staff, and employees.

**c.** The President of each Foundation, or his or her authorized designee, will work collaboratively with District school liaisons ("School Liaisons") to share information and to develop and coordinate centralized funding efforts at the individual schools and also District-wide. School Liaisons may include, but not be limited to, the president of the PTA, Booster Clubs, or a designated representative from each District school. School Liaisons shall serve as a conduit and link between the PTAs, Booster Clubs, and the Foundation.

**d.** Each year, the Board may appoint one of its members to act as a liaison to the board of directors for GEF and GEFSS ("District Liaison"). The Foundation may include the Superintendent, or his or her designated representative, and the District Liaison as liaisons to all Foundation strategic planning committees. Correspondingly, the District shall invite each President, or his or her designated representative, as a liaison to all District strategic planning committees in connection with the Foundation.

## **6. ADVOCACY**

**a.** The Foundation shall not endorse or oppose any candidate for the Board, any position on a City Council, or any other state or federal candidate or government positions, or support or oppose any recall campaign applicable to any member of any of such bodies.

**b.** The Foundation shall not take a position on any ballot measure which may be contrary to the District.

**c.** The Foundation shall comply with all legal restrictions applicable to non-profit corporations and 501(c)(3) entities regarding expenditures for political purposes.

## **7. COMMUNICATIONS**

**a.** All District press releases, media inquiries, and any other communications regarding the Foundation shall be reviewed and approved by the Presidents or their authorized designee prior to release by the District.

**b.** No staff member or board member of the Foundation shall, at any time, represent themselves to the press or any other person as speaking on behalf of the District, unless specifically requested to do so in writing by the Superintendent or an authorized designee.

**c.** No staff member of the District or member of the Board or any District committee shall, at any time, represent themselves to the press or any other person as speaking on behalf of either GEF or GEFSS, unless specifically requested to do so in writing by the Presidents or their authorized designee.

d. The District shall not use the logos of GEF or GEFSS for any purpose, unless approved in writing by the respective Presidents, and the Foundation shall not use the District's logo for any purpose, unless approved in writing by the Superintendent or an authorized designee.

## **8. INDEMNIFICATION**

GEF and GEFSS shall indemnify, defend, and hold harmless the District and its Board members, representatives, agents, employees, and volunteers ("District Indemnitees") from and against any and all claims, causes of action, liabilities and costs (including without limitation, reasonable attorneys' fees and costs) arising out of or relating to any claims arising out of GEF's and GEFSS's actions pursuant to, in connection with, or arising out of this MOU, including, among others: (i) fundraising operations and programs, (ii) use of and presence on District facilities, and (iii) usage of District's name and logo.

## **9. INSURANCE**

GEF and GEFSS shall maintain liability insurance, including auto, in order to protect the District Indemnitees pursuant to the indemnification provision provided above. Upon execution of this MOU, GEF and GEFSS shall provide the District with a certificate of insurance. District Indemnitees shall be named as additional insureds with respect to each of GEF's and GEFSS's insurance policies as required by this MOU, and shall be given at least thirty (30) days' advance written notice of the cancellation, or any material change to, the insurance policies.

## **10. GENERAL PROVISIONS**

a. Any Party may, upon ninety (90) days' written notice to the non-terminating Party terminate this MOU with or without cause. Upon termination of the MOU, all assets raised pursuant to this MOU will be turned over from GEF and GEFSS to a qualified non-profit entity of the District (either newly or previously formed by the District) and that entity shall assume all financial and operational obligations with respect to funding the programs pursuant to the intentions of the Parties for the remainder of the fiscal year.

b. This MOU shall renew annually from the date identified on the first page, unless the MOU is otherwise terminated as provided above.

c. Any changes or modifications to this MOU shall be made in the form of an Amendment document subject to the mutual written agreement of the District and Foundation.

d. This MOU may be executed in counterparts, each of which shall be deemed to be an original, but all of which, taken together, shall constitute one and the same MOU.

e. This MOU shall be adopted and/or ratified by the District's Board and the boards of GEF and GEFSS within one (1) month after execution by the Parties.

f. By signing below, each of the signatories represents and warrants that he or she has been duly authorized to execute this MOU.

**[Signatures on Following Page.]**



IN WITNESS WHEREOF, this MOU has been executed on the dates indicated below, but effective as of the date on the first page.

**District:**

**Glendale Unified School District**

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Date: \_\_\_\_\_

**GEF:**

**Glendale Educational Foundation**

By: Eric Hamilton  
Name: ERIC HAMILTON  
Title: PRESIDENT  
Date: 6-5-19

**GEFSS:**

**GEF Summer School, Inc.**

By: Roberta M. Currier  
Name: Roberta M. Currier  
Title: Board President  
Date: 6/5/19

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 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: Christine Ward, Director, Procurement & Contract Services  
SUBJECT: **Extension of RFP No. P-9-15/16 for Relocation (Moving) Services**

---

The Interim Superintendent recommends that the Board of Education extend RFP No. P-9-15/16 for relocation (moving) services with Beltmann Group and Mover Services, Inc. for the 2019/20 fiscal year.

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.

The Board of Education, at its meeting on April 19, 2016, awarded Bid No. P-9-15/16 to Beltmann Group (Santa Fe Springs) and Mover Services, Inc. (Rancho Dominguez) for relocation services.

Both contractors have provided satisfactory services in past years the for Planning, Development and Facilities, as well as Facility & Support Operation Departments. Therefore, it is recommended to renew the contract with Beltmann Group and Mover Services, Inc.

Pursuant to California Education Code Section 17596, this bid may be extended up to five (5) years by mutual consent from the award date of April 19, 2016. Both contractors have requested to extend the existing contract for one additional year without any increase in price. This is the third renewal, granting the extension for the 2019/20 fiscal year, from July 1, 2019 through June 30, 2020.

Funding for this service will continue to be provided from the General Fund (Fund 01.0) and Measure S program (Fund 21.1).

Bid details are available for review in the Procurement and Contract Services Department.

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 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: Christine J. Ward, Director, Procurement & Contract Services  
SUBJECT: **Adoption of Piggybackable Contracts for Equipment, Materials, and Supplies**

---

The Interim Superintendent recommends that the Board of Education approve adoption of piggybackable contracts for the purchase of equipment, materials, and supplies for the 2019-2020 school year.

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.

Pursuant to the provisions set forth in California Public Contract Code (PCC) 20118, the Governing board may authorize by contract the purchase or lease of equipment, materials, or supplies, without advertising for bids, using a competitive bid awarded by other school districts or any public corporation or agency, (including any county, city, town, or district), provided such authority is granted by the Board of Education and the originating agency at the time of the bid preparation and award of contract. This method, known as “piggybacking”, is permitted by law if it determined to be in the best interest of the district.

The Procurement & Contract Services staff works diligently to ensure there are an adequate number of vendor resources that can meet the needs of school sites and administrative departemnts & offices when seeking procurement options. Procurement & Contract services has determined that, when appropriate, piggyback contracts will save administrative time and expense, provide favorable pricing and will be in the best interest of the district. District staff will ensure that the use of piggybackable contracts are the most viable option when procuring equipment, materials and supplies as needed during the 2019-2020 school year. It is recommended that the Governing Board approve the adoption of piggybackable contracts, which include but are not limited to the following:

- California Multiple Award Schedule (CMAS)
- CalSAVE Purchasing Coopertive Group (Co-op through Monterey COE)
- County of Los Angeles
- Department of General Services (DGS)
- E&I Cooperative Services
- EdBuy (Cooperative Group of the CA County Sup’t Educational Services Assoc.)
- Garden Grove Unified School District – Bid No. 1706, 1502 & 1512
- Fontana Unified School District – Bid No. 15/16-1444

- Kern County Superintendent of Schools Purchasing Consortium
- Los Angeles County Superintendent of Schools (LACOE)
- Los Angeles Unified School District (LAUSD)
- National Association of State Procurement Officials (NASPO Value Point)
- National Cooperative Purchasing Alliance (NCPA)
- National Institute of Government Purchasing (NIGP)
- National Intergovernmental Purchasing Alliance (NIPA)
- OMNIA Partners
- Pajaro Valley Unified School District – Bid No. B-17-28-11-000-9291
- PEPPM Cooperative Purchasing
- San Diego County Office of Education (SDCOE)
- Sourcewell Cooperative Purchasing (formerly NJPA)
- The Cooperative Purchasing Network (TCPN)
- The Interlocal Purchasing Systems (TIPS)
- Torrance Unified School District – Bid No. 10-4.09.19
- U.S. Communities Government Purchasing Alliance

Funding may be provided from various sources, including but not limited to, General Fund, Capital Project Fund, Categorical Programs, Nutrition Services, and Measure S.

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

CONSENT CALENDAR NO. 16

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

PREPARED BY: Stephen Dickinson, Chief Business and Financial Officer

SUBJECT: **Amendment to Agreement with York Risk Management Services Group, Inc. to Provide Third Party Claims Administration**

---

The Interim Superintendent recommends that the Board of Education approve an amendment to agreement with York Risk Services Group, Inc. to provide third party claims administration on workers' compensation claims that were previously serviced through the SLIM JPA from July 1, 2019 through June 30, 2020 for \$36,000.

On July 1, 2009, the District entered into an agreement with Southern California Risk Management Associates, Inc. (SCRMA), later called York Risk Management Services, to provide claims administration services for the active workers' compensation claims that occurred prior to 2005-06. These claims were previously serviced through the SLIM JPA.

Attached is an amendment to the agreement with York Risk Management Services, Inc., which extends the date to 2019-20 school year and includes revised Exhibit A, A-1, and A-2 to the agreement. Currently, there are 23 open claims that occurred prior to 2005-06. The administration fee for these claims for the period of July 1, 2019 through June 30, 2020 is \$36,000. This contract will be charged to the Workers' Compensation Fund and will be paid for with monies received from the SLIM JPA.

#

#

**AMENDMENT ONE TO THE  
AGREEMENT FOR CLAIMS ADMINISTRATION SERVICES**

This Amendment One to that certain Agreement for Claims Administration Services dated as of July 1, 2018 (the “Agreement”) by and between Glendale Unified School District (“Principal”) and York Risk Services Group, Inc. (“York”).

WITNESSETH

WHEREAS, the parties wish to extend the term of their Agreement; and

WHEREAS, the parties wish to amend the fee schedule of the Agreement as set forth herein.

NOW, THEREFORE, in consideration of the mutual promises contained herein, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follows:

1. Section II of the Agreement entitled “TERM OF AGREEMENT” shall be revised to include the following contract period:

“The term of this Agreement has been extended to include the period from July 1, 2019 through June 30, 2020.”

2. Effective July 1, 2019, the provisions set forth in Exhibit A of the Agreement shall no longer apply. From and after such date, the provisions set forth in the attached Exhibit A shall apply instead.
3. Effective July 1, 2019, the provisions set forth in Exhibit A-1 of the Agreement shall no longer apply. From and after such date, the provisions set forth in the attached Exhibit A-1 shall apply instead.
4. Effective July 1, 2019, the provisions set forth in Exhibit A-2 of the Agreement shall no longer apply. From and after such date, the provisions set forth in the attached Exhibit A-2 shall apply instead.
5. All other terms of the Agreement shall remain in force and unchanged. Any conflicts between this amendment and the original Agreement, including any prior executed amendments, shall be superseded by the terms provided herein.

In Witness Whereof, the parties have executed this amendment to be effective as of July 1, 2019.

GLENDALE UNIFIED SCHOOL  
DISTRICT

YORK RISK SERVICES GROUP, INC.

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

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

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

Jody A. Moses

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

Executive Vice President

## **EXHIBIT A**

TERM	ANNUAL FEE FOR CLAIMS ADMINISTRATION (Invoiced Quarterly)
July 1, 2019 – June 30, 2020	Designated Adjuster, \$36,000

The following Managed Care Fees are processed as Allocated Loss Adjustment Expense to the individual claim files.

Bill Review:

\$7.00 per bill

23% of PPO savings for Anthem and Coventry PPO

18% of PPO savings for all other PPO

20% Negotiation, Third Party Specialty Bill Review

Utilization Review:

\$89 per review by Nurse

\$165 per Physician Review

Medical Provider Network

\$750 per month

Case Management:

\$93.00 hourly for Nurse Case Management

During the term of a multi-year contract, except for items for which pricing for each year is explicitly listed above, all fees after the first full year are subject to increase by the greater of 3% or the percentage increase as reported by the U.S. Department of Labor - Bureau of Labor Statistics (<http://www.bls.gov/cpi/home.htm>) for the Consumer Price Index for All Urban Consumers (CPI-U) for the U.S. City Average, All Items, covering the prior twelve-month period, valued as of the month ending two months prior (to allow time for reports to be published) to the anniversary date of the contract. For all contracts, pricing at the end of the contract term and each year thereafter will increase by such amount, provided that (i) both parties agree and enter into a renewal contract, or (ii) the parties continue with the existing contract on a month-to-month basis.



**EXHIBIT A-1**  
**Scope of Services**  
**York Risk Services**  
**07-01-2019 to 06-30-2020**

**I. General Description**

York Risk Services, Inc. (York) will provide Workers' Compensation "Repricing Services" and "Medical Management Services" (collectively, "Managed Care Services") for ASCIP, as further described herein. At its sole discretion, ASCIP may employ or not employ any of the Managed Care Services listed herein.

**II. Repricing Services**

During the term of the Third Party Administrator agreement and as directed by ASCIP, York will provide the following Repricing Services:

1. Definitions: "Repricing Services" refers to the retrospective review and adjudication of workers' compensation medical bills, employing some or all of the following individual service elements:
  - i. "Medical Bill Review" or "MBR," which refers to all Repricing techniques and services not otherwise specifically defined in this Section II.1. Medical Bill Review includes but is not limited to the application of state fee schedules, the application of usual/customary medical billing data and databases, the application of CCI Edits, manual review to ensure correction of billed procedure/billing/diagnosis codes and/or designations that are inconsistent with services provided, manual audit by senior MBR analysts or nurses, and when appropriate manual review of bills on compensable to identify and correct billings that are inappropriate due to being medically unrelated to the compensable injury.
  - ii. "Preferred Provider Organization" or "PPO," which refers to organizations that have negotiated volume-based discounts with unaffiliated physicians and medical facilities, and the payment discounts offered by these organizations.
  - iii. "Internal Bill Negotiation" or "Negotiation," which refers to direct negotiation with physicians and medical facilities for reductions to medical bills.
  - iv. "Specialty Bill Review" or "SBR," which refers to third-party specialty services providing discounts negotiated with physicians and medical facilities.
  - v. Supporting operations such as program reporting, data submission to state bodies, and data interfaces with claims administrators and case management companies.
2. Medical Bill Review: York shall review and make appropriate payment recommendations on all medical bills submitted for review by the adjuster. The bills shall be reviewed in accordance with authorized ASCIP's payment codes as well as

validated for compensability against ASCIP claim, vendor and UR decision files. York agrees to work with ASCIP's managed care consultant Donn & Company ("DonnCo") to deliver optimal service performance, in areas including but not limited to provision of staff meeting ASCIP requirements for experience and training, high level manual review of medical bills covering the range of procedures identified by DonnCo, specifications for thresholds for the use of Negotiation and SBR services, and program reporting compliant with DonnCo reporting specifications. MBR savings will be identified and applied to every bill reviewed by York to the maximum ability of York. York agrees to implement in full DonnCo's program delivery specifications (the "Model"), as detailed in the DonnCo Model document and updates provided from time to time by DonnCo and acknowledged and accepted by York.

3. PPO: As directed by the ASCIP and subject to the approval of PPO Network(s), York shall administer one or more Networks that have negotiated contract rates with hospitals and providers, in an order of priority acceptable to the ASCIP. ASCIP may at its sole discretion disallow the use of any PPO. For savings and fee calculation purposes, York shall only attribute to PPO services the incremental savings beyond the maximum savings achievable through MBR.
4. Negotiation: York may employ internal bill negotiation techniques and resources to achieve additional discounts beyond those achieved through MBR and PPO. York shall only employ Negotiation techniques when it determines that Negotiation will yield incremental medical payment reductions in addition to reductions achieved through MBR and PPO. For savings and fee calculation purposes, York shall only attribute to Negotiation services the incremental savings beyond the maximum savings achievable through MBR and PPO.
5. Specialty Bill Review: York may employ various third-party SBR services for the purpose of obtaining additional savings beyond the maximum savings that may be achieved by using its own internal bill review resources and its PPO partners. For savings and fee calculation purposes, York shall only attribute to these third-party SBR services the incremental savings beyond the maximum savings achievable through MBR and PPO services, and shall direct all its third-party SBR partners to calculate savings only in this manner. ASCIP may at its sole discretion disallow the use of any third-party SBR service.
6. Scanning: York claims staff will scan all ASCIP medical bills and required reports, and store the corresponding image files electronically as directed by ASCIP. The scanner used to scan ASCIP bills shall be capable of producing image quality sufficient for electronically indexing all scanned images to particular ASCIP bills and claims. Scanning of bills shall be performed daily by York's staff or subcontractor. Upon completion of scanning, all documents shall be destroyed or returned to ASCIP, as directed by ASCIP.
7. Imaged Document Storage: At the direction of the ASCIP, York will store and maintain all medical bill and report images for a period of no less than five (5) years. York shall

provide ASCIP with online access to any internet-based system it offers for purposes of providing ASCIP access to these electronic documents. York will make image files generated over the preceding two years available through such systems. York will also download all historic ASCIP images, convert these images to a file format consistent with York format, and provide ASCIP with access to these images consistent with ASCIP's requirement to have access to images generated over the preceding two years. York will also provide image data on an on-demand basis as prescribed by ASCIP.

8. Medical Provider Network (“MPN”): If ASCIP employs the WellComp MPN or an ASCIP MPN customized off the WellComp MPN platform, York will work with ASCIP to develop and provide MPN performance analytics as directed by ASCIP. These analytics may include, but not be limited to, quantification and reporting of IMR results (MPN vs. non-MPN aggregate results, and/or by specific provider), litigation activity (MPN vs. non-MPN aggregate results, and/or by specific provider), and MPN medical billing volume and fees (MPN aggregate results, and/or by specific provider).
9. Client-Directed Networks: York will electronically interface with all Ancillary Services providers, PPOs and/or similar networks employed by ASCIP, for purposes of receiving and processing billings. York shall preserve the payment discounts of such networks without charging any additional fees to ASCIP beyond the MBR fee. If required by ASCIP, York will enforce payment discounts of such networks. York's electronic interface(s) with such network(s) will be established as mutually agreed between York and ASCIP, but in no event within more than four (4) months following ASCIP notice to York of the need for such interface(s) with the understanding that there may be additional costs associated to this direction.
10. Turn Around Time: With the exception of medical charges and services that may be subject to Retrospective Utilization Review (RUR), York will provide its best effort to complete the review of standard medical bills and bills subject to the primary PPO within ten (10) business days of receipt of such bills. For complex bills that require high level reviews (i.e. surgery bills, hospital bills, services not covered by fee schedule, etc.), York will provide its best effort to complete the review of such bills within Fifteen (15) business days of receipt of such bills. All bills will be reviewed within statutory or regulatory time frames unless otherwise approved. If York requires additional information to review a bill, it will request the additional information from the appropriate party. If for any reason during the term of this agreement the processing of a medical bill is delayed by the actions or failure to act by York, any and all penalties and/or interest charges incurred under applicable jurisdictional rules, regulations, code, or laws shall be the sole responsibility of York.
11. Mailing Explanations of Review (“EORs”): If so directed by ASCIP, York will mail EORs for denied bills to providers on behalf of ASCIP within one (1) business day of transferring of the Payment File. The contents of EORs will be compliant with all applicable jurisdictional requirements.

12. Provider Inquiries: York will respond to all inquiries on disputed bills reviewed by York for the duration of the contract and up to six months after termination of Managed Care Services agreement. York shall provide to ASCIP upon request any correspondence between York and providers regarding provider billing disputes.
13. Hearing Representation: As required by ASCIP, York will provide supporting documentation or an expert witness with appropriate qualifications at lien hearings for bills reviewed by York and other payment dispute meetings and conferences, provided that ASCIP has advised York of said requests within fifteen (15) calendar days, or as soon as reasonably possible if ASCIP has received less notice itself. This representation will be provided for all disputed bills reviewed by York for the duration of Managed Care Services agreement and up to six months after termination of Managed Care Services agreement.
14. State Reporting: For any review activity for which electronic reporting is required by the state(s) in which ASCIP incurs Workers' Compensation medical claim obligations, York shall report ASCIP medical data as required by that state and in compliance with all relevant state reporting statutes and regulations. York or its MBR software partner will compile all data elements and deliver complete data to the appropriate recipient. Upon request, ASCIP will receive a copy of transactions/transmissions history performed by York or its software partner for reporting compliance purposes. In the event of transaction errors, York will notify ASCIP immediately of all errors resulting from ASCIP claims data. If errors resulted from Repricing data elements, York will correct the errors and resubmit the transmission to the applicable state(s) pursuant to applicable rules and regulations. York shall not be responsible for the failure of ASCIP to deliver claim information to York or errors in claim information as provided by ASCIP to York.
15. Personnel Training and Certification: York will provide and fulfill all applicable state reporting, training and certification requirements, including without limitation providing bill review personnel training and certification in accordance with any applicable jurisdictional requirements.
16. Electronic Billing: In compliance with state requirements, York will provide a solution for receipt of electronic billing from medical providers in full compliance with any jurisdictional requirements. Electronic bills shall be reviewed in accordance with the applicable state rules and regulations. (Electronic billing is not associated to employer direction or submission of bills).
17. Monthly Reports/Invoice: York will provide ASCIP and its agents reports and invoices that satisfy ASCIP requirements.
18. Data Stewardship: York will maintain in its entirety all electronic ASCIP workers' compensation medical billing/payment data it receives or generates through the course of Services provided. In the event the Managed Care Services agreement is terminated or completed, York will provide all such data to ASCIP's new service provider, In accordance with mutually agreed upon layouts.

19. Provider Overpayment: York will reimburse ACSIP in full for any and all provider overpayments resulting from incorrect payment recommendations issued to ACSIP made by York or any of its subcontractors, provided however that York's liability for such overpayments shall be limited to \$50,000 per year ("Reimbursement Limit"), and progress towards each year's Reimbursement Limit shall be calculated based on the year in which overpayment(s) occurred rather than year in which overpayment(s) are identified. For purposes of Reimbursement Limit calculation, years shall start on effective date and each anniversary thereof. In the event an overpayment is identified that led to ACSIP overpayment of a medical provider, York will seek overpayment reimbursement from that provider on behalf of ACSIP. If York cannot recapture overpayment within one hundred eighty (180) days of the identification of the overpayment, York will reimburse ACSIP directly for the total amount of the overpayment
20. Fee Overcharges: York will reimburse ASCIP in full for any and all service fees charged above contractual rate.
21. Electronic Data Interface ("EDI") with ASCIP's Pharmacy Benefits Manager ("PBM"): York Risk Services will maintain a full EDI with ASCIP's chosen PBM, allowing for outbound delivery of claim eligibility data to the PBM, and inbound receipt of billing/payment data from the PBM, as required by ASCIP. Should ASCIP change PBM vendors at any time during this Agreement, York Risk Services will build this same EDI with ASCIP's new PBM vendor(s) within 60 (sixty) days of being notified of such change. York Risk Services will provide all technical and operational resources necessary to build these EDIs.

### **III. Medical Management Services**

During the term of Managed Care Services agreement and as directed by ASCIP, York will provide the following Medical Management ("MM") Services:

1. Definitions: York will provide Workers' Compensation Medical Management services as requested by ASCIP, including the following individual service elements:
  - a. "Utilization Review" or "UR," which means the review of medical treatment requests; the determination of the appropriateness of such requests under state-mandated guidelines; the rendering, delivery and communication of such determinations in compliance with all applicable jurisdictional regulations and requirements; and any ancillary services, workflows and systems required to deliver such services. UR includes but is not limited to the following individual service components:
    - i. "Nurse Review" or "NR," which means the initial review of proposed medical treatment for approval or referral to Physician Review (defined below), with such determinations made based on nationally recognized treatment guidelines such as MTUS (Medical Treatment Utilization

Schedule) and ACOEM (American College of Occupational & Environmental Medicine). NR includes the rendering of approval determinations and the communication of such determinations to statutorily-required parties (including but not limited to claims adjusters, injured workers, physicians and medical facilities, attorneys and ASCIP members), in compliance with jurisdictional statutes and regulations.

- ii. “Physician Review” or “PR,” which means the physician-rendered review of proposed medical treatment by a physician licensed and qualified to render decisions to approve, adjust or deny such treatments, in accordance with nationally recognized treatment guidelines. PR includes the rendering and communication of such determinations to statutorily-required parties (including but not limited to claims adjusters, injured workers, physicians and medical facilities, attorneys and ASCIP members), in compliance with jurisdictional statutes and regulations.
  - b. “Nurse Case Management,” or “NCM,” “Case Management,” or “CM,” means the clinical review and management of ongoing medical treatment provided to ASCIP injured employees, for the purpose of maximizing appropriate and efficient treatment for ASCIP injured employees. CM includes but is not limited to the following service components:
    - i. “Telephonic Case Management” or “TCM,” which means the ongoing telephonic management of patient treatment by a nurse professional.
    - ii. “Field Case Management” or “FCM,” which means the ongoing onsite management of patient treatment by a nurse professional.
    - iii. Ancillary services and supporting operations such as program reporting and treatment directive exchange with medical bill review service operations.
  - c. Delivery of documentation and information required by “Independent Medical Review” or “IMR.” IMR means the process established and regulated by California Senate Bill 863, under which an injured worker may appeal a UR decision through an independent review performed by the organization (“Independent Medical Review Organization” or “IMRO”) designated by the California Division of Workers’ Compensation (“DWC”).
2. Services: York will provide all the Medical Management services listed in the Definitions above, in compliance with all jurisdictional statutes and regulations. If elected by ASCIP, York will cooperate with ASCIP and make all commercially reasonable efforts to provide Medical Management services through a subcontractor that is identified by ASCIP as having the capability to optimally deliver all financial and operational service elements detailed in this RFP.

York agrees to work with ASCIP and its agents to deliver optimal service performance, in areas including but not limited to provision of staff meeting ASCIP requirements for experience and training, customization of MM referral triggers and UR determination letters to maximize cost-efficient use of MM services and optimize MM outcomes, and program reporting compliant with DonnCo reporting specifications. York agrees to implement the DonnCo Model, as detailed in the DonnCo Model document and updates provided from time to time by DonnCo and acknowledged and accepted by York.

York will work in good faith with ASCIP and its agents to implement adhere to all commercially reasonable practices necessary to achieve ASCIP goals for reduction of MM service usage such that MM services provide maximum efficiency as determined by ASCIP.

3. UR Plan: York shall develop, file, and to the best of its ability obtain State of California approval of an ASCIP-specific UR plan compliant with California workers' compensation statutes and regulations. York shall use commercially reasonable best efforts to obtain approval within timeframes required by the State of California.
4. Determination Letters: URO determination letters shall cite multiple relevant treatment guidelines when indicated, with the guidelines employed to adhere to best-practice state recommendations or requirements. The content of UR determination letters shall satisfy all ASCIP standards.
5. UR Turnaround Time and Documentation: All Medical Management Services and corresponding documentation will be provided within timeframes that comply with applicable jurisdictional statutes and regulations governing the delivery of UR services. All documentation issued as part of Medical Management Services will contain information that is fully compliant with all jurisdictional statutes and regulations.
6. Referral Criteria: York shall adhere to the referral criteria approved by ASCIP specifying which types of treatment requests will be sent to UR and CM for ASCIP. York shall work with ASCIP and its agents in the development of the referral criteria used to determine whether or not medical treatment requests are subject to UR/CM
7. MPN Provider Profiling and Outreach: York will provide ASCIP with provider-specific UR outcomes data, segmented by any data field captured through the UR process, and communicate with ASCIP providers as required by ASCIP to improve MPN provider performance (i.e. details of non-compliant treatment requests).
8. Repricing Interface: As directed by ASCIP, York will upload in a format acceptable to ASCIP all treatment recommendations, limitations, and determinations to Repricing systems of York, as applicable, for entry and enforcement through the bill review system employed for the review of ASCIP workers' compensation medical bills. York will upload this information within timeframes specified by ASCIP, however all UR information shall be provided no later than three (3) business days subsequent to the development of this information by York UR personnel.

9. Program Reporting: York will provide ASCIP with monthly reports as specified by ASCIP. York shall provide mutually agreed upon customized program reports as directed by ASCIP or its designees.
10. Invoices: York will provide ASCIP and/or its designee(s) invoices in a format and on a delivery schedule as directed.
11. Personnel: Where applicable York personnel assigns to ASCIP's program will be approved by ASCIP prior to such assignment. All nurse and physician personnel providing Medical Management Services on ASCIP cases will carry all licenses, certifications, and degrees required to provide such Medical Management Services in the applicable jurisdiction. Notwithstanding the fact that ASCIP maintains the right to approve the assignment of nurses performing case management activities, York is and remains solely responsible for providing qualified personnel under Managed Care Services agreement and York's liability for such provision of qualified personnel is not in any way limited by ASCIP's approval.
12. Voluntary Appeals Process: For denied or modified treatment requests, York will provide a voluntary appeals process for ASCIP injured workers. UR determination letters sent to ASCIP employees and their attorneys will include regulatory approved language describing this appeals process.
13. Drug/Narcotics Review Program: If elected by ASCIP, York will implement a drug/narcotics review program whereby red flag narcotics treatment requests or activity (identified by ASCIP or York) are escalated to a specific narcotics review process. At ASCIP discretion, this narcotics review process may involve a heightened level of treatment review.
14. Hearing Representation: As required by ASCIP and in relation to the Medical Management Services rendered, York will provide supporting documentation, physician reviewer and/or expert witness with appropriate qualifications at hearings and lien and other payment dispute meetings and conferences, without additional cost to ASCIP, provided that ASCIP has advised York of said requests within fifteen (15) calendar days, or as soon as reasonably possible if ASCIP has received less notice itself. This representation will be provided by York for the duration of Managed Care Services agreement and up to six months after termination of Managed Care Services agreement. York will work with ASCIP to ensure a mutually effective strategy for defending issues raised by their employee(s) and/or applicant attorney(s) on issues related to UR and IMR.
15. Data Exchange Formats: York will employ data exchange technology and security protocols that conform fully to ASCIP requirements, and make necessary modifications to this technology and these protocols when required by ASCIP. York will support and employ a data exchange facility using SFTP security protocols no later than ninety (90) days following the date of execution of Managed Care Services agreement, unless otherwise mutually agreed by the parties.



16. State Audits: York will perform Medical Management Services in full compliance with all requirements of California Workers' Compensation regulations. All Medical Management Services and corresponding documentation will be provided within timeframes and containing information that is fully compliant with California state statutes and regulations. York will reimburse ASCIP in full for any and all California state audit penalties incurred by ASCIP as a result of York omission or error.
  
17. SB 863: York will perform Medical Management Services in full compliance with all requirements of California Senate Bill 863 and statutes for IMR. Such compliance will include but not be limited to providing ASCIP with all resources as required by ASCIP for the fulfillment of IMR processes, and providing ASCIP with UR decision information and medical necessity information as required by ASCIP. York will reimburse ASCIP in full for all IMR costs and administrative costs related to IMR decisions that find not in favor of ASCIP due to 1) errors that IMRO determines to have resulted from York error, and 2) and errors determined by IMRO to result from failure to follow UR procedural requirements specified under state regulations. Procedural errors shall include but not be limited to: missing signatures required in any York documents or UR decision letters; York failure to provide documentation or other correspondence (written or verbal) within required timeframes; York failure to include required documentation or reports in its written correspondence; York failure to review relevant medical reports in rendering UR decisions (unless York requested and did not receive such reports, provided York requested such reports at least one time from ASCIP, and one time from medical provider in the event ASCIP did not have all requested reports); and York failure to identify information (e.g. MRI results) included in documentation York received from ASCIP or medical providers (provided such information is deemed by IMRO to be relevant to UR decision). Notwithstanding any language to the contrary contained herein, York shall not be responsible for IMR costs or penalties resulting from IMR decisions that find not in favor of ASCIP due to new injury information being submitted to IMRO at the time of the IMR. York shall not be responsible for IMR costs resulting from IMRO determinations rendered (upheld /overturned) in which no error was present yet resulted in a different determination/conclusion.
  
18. IMR Results Tracking: York shall track all IMR results that are provided to York by IMRO and/or ASCIP, whether delivered in paper format or electronically. If delivered in paper format, York shall scan and convert such documents into electronic files. York Risk Services shall store such IMR files electronically, together with other documentation associated with each IMR's respective case.

**Exhibit B-2**  
**Pricing & Service Level Agreements**

Service Component	Rates/Terms
<b>I. Service Rates</b>	
Medical Bill Review ("MBR") <sup>1</sup>	\$7.00 per bill. \$3.50/bill for claims examiner denied bills (including non-MPN bills denied by an examiner). No fee for adjudication of duplicate bills.
PPO <sup>2</sup>	23% of PPO savings for Anthem and Coventry PPOs. 18% of PPO savings for all other PPOs.
Negotiation and Specialty Bill Review ("SBR") <sup>2</sup>	20% of Negotiation/SBR savings
Medical Provider Network ("MPN"): MPN application and maintenance including initial panel setup and periodic updates.	<p>\$750 per month. Except as otherwise required for compliance with state regulations, CareWorks will obtain prior written ASCIP authorization before any work is undertaken. Fees applied to each respective claim file. All MPN network contract savings passed to ASCIP. MPN services include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Print &amp; Delivery of Collateral Material (Posters, Pamphlets, etc.)</li> <li>• Website Support and IT Maintenance</li> <li>• Interface/Intervene/Documentation: <ul style="list-style-type: none"> <li>√ Client</li> <li>√ Claims Adjuster</li> <li>√ Injured Worker</li> <li>√ Providers</li> </ul> </li> <li>• Provide Medical Access Assistance (MAA)</li> <li>• Interface/Intervene on Network Provider issues; Tracking, logging and resolution as required by MPN Regulations and audit requirements</li> <li>• Provider Credentialing</li> <li>• Provider Contracting/Removal</li> <li>• DWC Medical Unit Administration; includes maintenance and filing of plans for renewal</li> <li>• New member onboarding</li> <li>• Priority placement of providers in panel selection tools, as directed by ASCIP. MPN performance analysis as directed by ASCIP, including activity and fee reports, MPN provider usage, IMR performance (aggregate and by-physician), and litigation rates (MPN vs non-MPN and by-physician).</li> </ul>
MPN Customization	<ul style="list-style-type: none"> <li>• DWC/MPN application development and tailoring to ASCIP program.</li> <li>• MPN application oversight through DWC approval process.</li> <li>• As necessary MPN provider coverage testing to confirm compliancy with state rules.</li> <li>• As needed ongoing provider credentialing of new providers and related quality monitoring and review. As needed, removal of providers.</li> <li>• Up to 50 new provider contracts per year (providers nominated by ASCIP and contracted by CareWorks for their own MPN and new providers contracted by CareWorks that ASCIP would also like added to their MPN would not be counted against the cap).</li> <li>• Contracts in excess 50 will be charged \$350 per contract plus an annual credentialing fee of \$125.</li> <li>• Medical Access Assistant (MAA) in compliance with MPN access standards. ASCIP agrees to pay at cost for a dedicated ASCIP MAA line should it be needed.</li> <li>• ASCIP MPN website with MPN link for ASCIP and its members for provider database search and look-up with all necessary search tools.</li> <li>• All necessary ongoing MPN monitoring and compliance in accordance with MPN compliance guidelines.</li> </ul>
UR - Nurse Review	\$89.00 per review, bundled into one fee only for all treatments that are requested same date/provider/claim.
UR - Physician Review	\$165.00 per review
Nurse Case Management ("NCM")	\$93.00 per hour, for both Telephonic Case Management ("TCM") and Field Case Management ("FCM"), with prior written approval from ASCIP every 30 days for initial and continued TCM and FCM.
<b>II. Service Performance</b>	
Gross Savings Percent <sup>3</sup>	63.50% Hurdle Rate (par level for savings incentive calculation, detailed in Section III below).
90-Day Preauthorized Services and UR Referral Criteria lists	<p>ASCIP's <i>90-Day Preauthorized Services</i> list represents services approved without UR for frontline panel providers. <i>UR Referral Criteria</i> defines the triggers for requests for authorization (RFAs) that must be sent to UR. CareWorks will assist ASCIP in refinement and modification of both lists, as required by ASCIP. CareWorks will confirm receipt and implementation of the current versions of both lists upon its receipt and/or completion of such lists, as applicable. CareWorks will at all times fully adhere to the current versions of both lists.</p>
<b>III. Performance-Based Fee Incentives</b>	
<p>MBR, PPO, and SBR rates are adjusted quarterly by the same positive or negative percent by which CareWorks either exceeds or falls short of the Hurdle Rate. For example, should CareWorks produce Gross Savings of 66.675% over a quarter, this would represent a 3.175 savings point increase over the Hurdle Rate, or a 5% improvement over Hurdle Rate. Therefore, following a one month rate adjustment lag period, MBR, PPO, and SBR rates would be increased by 5% for the duration of the following quarter. Conversely, should CareWorks produce Gross Savings of 60.325% over a quarter, this would represent a 3.175 savings point decrease below the Hurdle Rate, or a 5% decline below Hurdle Rate. Therefore, following a one month rate adjustment lag period, MBR, PPO, and SBR rates would be decreased by 5% for the duration of the following quarter. Following the one month lag period, rates are re-adjusted each quarter based on the previous quarter's Gross Savings performance. Rates are always adjusted using the original contract rates as the baseline. Adjusted rates are rounded to the nearest \$0.01 per-bill for the MBR rate and the nearest 0.5% for all products billed at a percent of savings.</p> <p>The DonnCo Model (defined in scope of service exhibit of this Agreement) will be implemented in full for the ASCIP program.</p>	
<p>CareWorks will fully adhere to ASCIP's current <i>90-Day Preauthorized Services</i> and <i>UR Referral Criteria</i> lists, which may be updated from time to time at ASCIP sole discretion. In the event CareWorks performs UR on treatment or treatments that do not required UR based on these two documents, CareWorks will refund all corresponding UR Nurse Review and Physician Review fees in full to ASCIP. Additionally, such non-compliant UR usage will be tracked quarterly for application of service performance discounts, following the same schedule as the fee incentives for Gross Savings performance relative to Hurdle Rate. In the event non-compliant UR referrals exceed 5 UR's per quarter in any measurement quarter, following the one month lag period UR fees for Nurse Review and Physician Review will be reduced by 0.5%. In the event non-compliant UR referrals exceed an additional 5 UR's per quarter in any measurement quarter, following the one month lag period UR fees for Nurse Review and Physician Review will be reduced by an additional 0.5% for each additional 5 non-compliant UR's performed, up to a maximum fee credit of 5% of Nurse Review and Physician Review fees in any quarter.</p>	
<b>Notes</b>	
<sup>1</sup> Rate is applicable for all MBR processes, as defined in scope of service exhibit of this Agreement.	
<sup>2</sup> Rate is applicable only to savings that exceed savings that would otherwise have been available through full MBR.	
<sup>3</sup> Gross Savings Percent is calculated employing the following protocols: 1) Both charges and savings must <u>exclude</u> full and partial duplicates; review-onlys; amounts associated with examiner-directed payments and denials; bills rejected due to insufficient medical documentation; non-reviewable documents such as appeal letters; denials related to application of the California 24-visit limit to physical therapy, chiropractic treatment, and occupational therapy; and denials related to the application of Utilization Review treatment denials enforced by CareWorks. 2) Savings must include the net negative impact of reconsiderations on all bills and reviewed documents; there must be no double counting of recon bills, additional information required, or sendback bills.	

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

CONSENT CALENDAR NO. 17

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

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

---

The Interim Superintendent recommends that the Board of Education approve revised or retired 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

Board Policy (BP) 1150 is updated 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

BP 1230 is updated to reflect 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

BP 1330.1 is revised 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

BP 1400 is revised to reflect 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

BP 1431 is updated to reflect current CSBA language and legal references.

**BP 6153.1 – Transportation - Field Trips**

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

BP 6153.1 (Transportation - Field Trips) is being retired 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 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.

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

Commendations and Awards

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: 06/18/2019

## Community Relations

### 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. The Board appreciates the contributions made by such organizations towards the Board's vision for student learning and for providing all District students with high-quality educational opportunities.

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.

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 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; 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

Community Relations

School-Connected Organizations

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; 06/18/2019



## Community Relations

### Joint Use Agreements

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
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,

Community Relations

Joint Use Agreements

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.

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

Community Relations

Joint Use Agreements

Policy Adopted: 10/04/1988

Policy Amended: 02/01/2000; 12/17/2002; 06/18/2019

(Formerly BP 1418)

## Community Relations

### Relations Between Other Governmental Agencies and the Schools

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 local agencies to maximize student and family access to support services that will help students achieve to their highest potential.

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.

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

Community Relations

Relations Between Other Governmental Agencies and the Schools

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.

Legal Reference: Education Code, Sections 8800-8807; 10900-10914.5; 49073; 49075;  
49557.2  
Health and Safety Code, Sections 120440; 130100-130155  
Welfare and Institutions Code, Sections 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: 06/18/2019

## Community Relations

### Waivers

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 waiver regarding teacher credentialing. (Education Code 33051)

Legal Reference: Education Code, Sections 5000-5033; 10400-10407; 17047.5; 17291; 33050-33053; 37202; 41000-41360; 41381; 41600-41854; 41381; 41600-41854; 41920-42842; 44666-44669; 44681-44689; 45108.7; 48660-48666; 48800; 49550-49560; 51224.5; 51745.6; 52160-52178; 52522, 54407; 56000-56867; 58407; 60119

Community Relations

Waivers

Code Of Regulations, Title 5, Sections 3100; 3945; 11960; 11963.4;  
13017; 13044  
United States Code, Title 20, Sections 1400-1482; 7115

Policy Adopted: 11/03/2010

Policy Amended: 06/18/2019

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 for the purpose 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.

Actions By The Board

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 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
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

Actions By The Board

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)

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 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, 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 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.
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:

Actions By The Board

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. 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)
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 By The Board

Actions Requiring a Unanimous Vote of the Board:

1. Resolution authorizing and prescribing the terms of a lease of district property for extraction and taking of gas not associated with oil. (Education Code 17510-17511)
2. 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.

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  
Policy Amended: 05/03/2016; 06/18/2019  
Formerly BP 9447

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

CONSENT CALENDAR NO. 18

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

SUBMITTED BY: Felix Melendez, Executive Director, Secondary Education

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

---

The Interim Superintendent recommends that the Board of Education approve 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) for use in middle and high schools in the area of World Language and Culture. The books have been reviewed for content and evaluated by the 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, 3<sup>rd</sup> edition  
Published by Edizioni Farinelli, 2017

AP Japanese, Grade10  
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 18, 2019

CONSENT CALENDAR NO. 19

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 English Language Arts and English Language Development**

---

The Interim Superintendent recommends that the Board of Education approve course of study outlines (English Language Arts 6-12 Advanced/Honors; English Language Development 6-12 Bridging/Expanding) for use in middle and high schools in the areas of English Language Arts and English Language Development.

**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: *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 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.

<b>Department:</b>	<b>English</b>
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:	<i>SpringBoard English Language Arts Grade 9</i>
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.

**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.

<b>Department:</b>	<b>English</b>
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:	<i>SpringBoard English Language Arts Grade 10</i>
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.

<b>Department:</b>	<b>English Language Development</b>
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:	<i>SpringBoard English Language Development Grade 10</i>
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.

<b>Department:</b>	<b>English Language Development</b>
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:	<i>SpringBoard English Language Development Grade 11</i>
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

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

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 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 Ocejio, 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 18, 2019

CONSENT CALENDER 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 Outline for Use in High Schools in the Areas of Career Technical Education and Science**

---

The Interim Superintendent recommends that the Board of Education approve course of study outline (Honors Environmental GIS) for use in high schools in the areas of Career Technical Education and Science.

**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  
(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.

### **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 18, 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: Approval of Waiver Requests**

---

The Interim Superintendent recommends that the Board of Education approve waiver requests from the Collective Bargaining Agreement based on proposals submitted by various District school sites and approved by the District Review Committee commencing in the 2019-2020 school year.

Under the procedures as outlined in District Administrative Regulation 0420.6, a structure for school planning and management within the Glendale Unified School District has been established. The process begins with the establishment of a school plan. Schools wishing to implement a school-based management decision in specific selected areas as part of the plan may submit a proposal to the District Review Committee (DRC). Such proposals may request that certain decisions currently made at the District level be made at the site level. Such proposals may request the waiver of existing law, collective bargaining agreements, or District policy.

Each year, the Board of Education appoints members to the DRC. The composition of the committee is three classroom teachers nominated by the Glendale Teachers Association, one representative of classified employees nominated by the California School Employees Association, two parents nominated by the Parent-Teachers Association, and three District administrators.

At meetings held on May 10, May 30, June 3, and June 12, 2019, the District Review Committee was presented with a total of 13 school site banking day proposals and 10 proposals to amend a minimum day schedule for Back-to-School and/or Open House. At the conclusion of the presentations by the school sites, the DRC voted to approve all 23 of the proposals to take effect in the 2019-2020 school year. All waivers are valid for two years, with the exception of Crescenta Valley High School and Hoover High School, whose banking day waivers were approved for one year. A list of the schools whose proposals were approved is attached to this report.



**GLENDALE UNIFIED SCHOOL DISTRICT  
EDUCATIONAL SERVICES**

**DISTRICT REVIEW COMMITTEE (DRC)  
WAIVER APPROVALS  
JUNE 18, 2019**

**VALIDITY: 2 Years (to take effect 2019-2020)\***

**EXPIRATION: June 30, 2021\***

*\*Crescenta Valley High School and Hoover High School Banking Day Waivers Approved for ONE year (to take effect 2019-2020) / Expiration: June 30, 2020)*

**IMPLEMENTATION OF BANKING DAY SCHEDULE:**

**Waivers (2) Approved May 10, 2019**

R. D. White Elementary School; Roosevelt Middle School

**Waivers (3) Approved May 30, 2019**

Cerritos, Franklin, and Jefferson Elementary Schools

**Waivers (4) Approved June 3, 2019**

Glenoaks, Keppel, La Crescenta, and Verdugo Woodlands Elementary Schools

**Waivers (4) Approved June 12, 2019**

College View School; \*Crescenta Valley, Glendale, and \*Hoover High Schools

**CHANGE OF MINIMUM DAY SCHEDULE FOR OPEN HOUSE/BACK TO SCHOOL:**

**Waivers (2) Approved May 10, 2019**

College View School; Crescenta Valley High School

**Waivers (2) Approved May 30, 2019**

Cerritos and Franklin Elementary Schools

**Waivers (3) Approved June 3, 2019**

Edison, Keppel, and La Crescenta Elementary Schools

**Waivers (3) Approved June 12, 2019**

Glenoaks Elementary School; Glendale and Hoover High Schools

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

CONSENT CALENDAR NO. 22

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

PREPARED BY: Felix Melendez, Executive Director, Secondary Education

SUBJECT: **Designation of California Interscholastic Federation (CIF) Representatives**

---

The Interim Superintendent recommends that the Board of Education designate the Crescenta Valley High School, Glendale High School, and Hoover High School principals as the voting representatives and a selected principal, as an alternate, in all California Interscholastic Federation (CIF) matters for the school year 2019-2020.

California Interscholastic Federation regulations require that Boards of Education of school districts with member schools must annually designate their voting members. As now structured, each member school is able to cast one vote.

Issues addressed by the CIF through a vote of members include, but are not limited to, redistricting, length of seasons, and sanctioned sports.

Since high school principals are prepared to address these issues, it is recommended that they be designated as the voting representatives from the Glendale Unified School District. The designated voting representatives would be Dr. Linda Junge, Principal at Crescenta Valley High School; Dr. Benjamin Wolf, Principal at Glendale High School; and Dr. Jennifer Earl, Principal at Hoover High School. Dr. Lonny Root, Principal at Daily High School, would be designated as the alternate.

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

CONSENT CALENDAR NO. 23

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

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

SUBJECT: **Approval of Services Agreement between Glendale Unified School District and Parker-Anderson Enrichment**

---

The Interim Superintendent recommends that the Board of Education approve the Services Agreement between Glendale Unified School District and Parker-Anderson Enrichment in the amount not to exceed \$34,000 to provide a two-week Summer Academy for identified refugee and English learner students.

Glendale Unified School District, in partnership with Parker-Anderson Enrichment, will hold a summer academy for identified students from refugee and English learner families. The program can accommodate up to 110 potential K-5<sup>th</sup> grade Refugee/Asylee and English learner students eligible districtwide.

The program will run for two weeks from June 17 through June 28, 2019. Classes will be held at Mann Elementary School five days per week from 8:00 a.m. - 1:45 p.m. with snack/lunch periods included. Students will participate in four diverse workshops per day for each grade level with a new group of workshops for each of the two weeks.

The cost for the two-week program, including any materials/lab fees, is not to exceed \$34,000, which is covered by Refugee School Impact (RSI) and Title III-EL funds.

**GLENDALE UNIFIED SCHOOL DISTRICT**

223 North Jackson Street

Glendale, CA 91206

(818) 241-3111

**SERVICES AGREEMENT**

This **Agreement** for Professional Services (“Agreement”) is made and entered into as of the 9th day of May, 2019 by and between the Glendale Unified School District, (“District”) and Parker-Anderson Enrichment a corporation, whose place of business is Van Nuys, herein referring to as (“Contractor”), (together, “Parties”).

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

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

NOW, THEREFORE, the Parties agree as follows:

1. **Term.** Contractor shall commence providing services under this Agreement on June 17, 2019 and will diligently perform as required and complete performance by June 28, 2019.
2. **Submittal of Documents.** The Contractor shall not commence the Services under this Agreement until the Contractor has submitted and the District has approved the certificate(s) and affidavit(s), and the endorsement(s) of insurance required as indicated below:

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

3. **Compensation.** District agrees to pay the Contractor for services satisfactorily rendered pursuant to this Agreement (as needed, as requested) a total fee not to exceed (NTE) Thirty-Four Thousand dollar (\$34,000.00), which includes reimbursable cost listed in item 4.1. District shall pay Contractor according to the following terms and conditions:

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

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

4.1. **N/A**



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



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

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

10. **Insurance.**

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

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

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



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

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

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

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

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

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

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

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

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

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



12. **Compliance with Laws, Debarment and Suspension.** Contractor warrants and certifies that neither Contractor, nor any person working for or acting on behalf of Contractor as part of this Agreement, has been or is debarred, penalized by, convicted, sanctioned, suspended, excluded or otherwise ineligible to participate in any state or federal program, or by any federal department or agency, or by Los Angeles County
13. **Certificates/Permits/Licenses.** Contractor and all Contractor's employees or agents shall secure and maintain in force such certificates, permits and licenses as are required by law in connection with the furnishing of Services pursuant to this Agreement.

---

14. **Employment with Public Agency.** Contractor, if an employee of another public agency, agrees that Contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this Agreement.
15. **Anti-Discrimination.** District programs, activities, practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics and therefore the Contractor agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and District policy. In addition, the Contractor agrees to require like compliance by all of its subcontractor(s).
16. **Fingerprinting of Employees.** The Fingerprinting/Criminal Background Investigation Certification must be completed and attached to this Agreement prior to Contractor's performing of any portion of the Services.
17. **No Rights in Third Parties.** This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.
18. **District's Evaluation of Contractor and Contractor's Employees and/or Subcontractors.** The District may evaluate the Contractor in any way the District is entitled pursuant to applicable law. The District's evaluation may include, without limitation:
  - 18.1. Requesting that District employee(s) evaluate the Contractor and the Contractor's employees and subcontractors and each of their performance.
  - 18.2. Announced and unannounced observance of Contractor, Contractor's employee(s), and/or subcontractor(s).
19. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue,



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

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

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

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

**District**

**Glendale Unified School District**  
223 N. Jackson Street  
Glendale, California 91206  
ATTN: Dr. Kelly King

**Contractor:**

Parker-Anderson Enrichment  
16526 Arminta St  
Van Nuys, CA 91406



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

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



31. **Signature Authority.** Each party has the full power and authority to enter into and perform this Agreement, and the person signing this Agreement on behalf of each Party has been properly authorized and empowered to enter into this Agreement.
32. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
33. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

---

34. **Force Majeure Clause.** The parties to the Contract shall be excused from performance thereunder during the time and to the extent that they are prevented from obtaining, delivering, or performing by act of God, fire, strike, loss, or shortage of transportation facilities, lock-out, commandeering of materials, products, plants or facilities by the government, when satisfactory evidence thereof is presented to the other party(ies), provided that it is satisfactorily established that the non-performance is not due to the fault or neglect of the party not performing.
39. **Amendments.** No alteration or variation of the terms of this Contract shall be valid unless made in writing and signed by the parties; no oral understanding or agreement not incorporated herein shall be binding on either of the parties; and no exceptions, alternatives, substitutes or revisions are valid or binding on District unless authorized by District in writing.
40. **Delivery.** Time of delivery of goods or services is of the essence in this Contract. District reserves the right to refuse any goods or services and to cancel all or any part of the goods not conforming to applicable specifications, drawings, samples or descriptions or services that do not conform to the prescribed statement of work. Acceptance of any part of the order of goods shall not District to accept shipments nor deprive it of the right to return goods already accepted at Contractor's expense. Over shipments and under shipments of goods shall be only as agreed to in writing by District. Delivery shall not be deemed to be complete until all goods or services have actually been received and accepted in writing by District.
41. **Conduct on District Premises.** Contractor shall, at all times, comply with and abide by all reasonable policies and procedures of the District (or that may be established thereby, from time to time) that pertain to conduct on the District's premises, possession or distribution of contraband, or the access to, and security of, the Party's real property or facilities, to the extent that the Contractor has been provided with a copy of each such policy or procedure. Contractor shall exercise due care and diligence to prevent any injury to persons or damage to property while on the other Party's premises. The operation of vehicles by either Party's personnel on the other Party's property shall conform to posted and other applicable regulations and safe-driving practices. Vehicular accidents occurring on a Party's property and involving either Party's personnel shall be reported promptly to the appropriate Party's personnel. Each Party covenants that at all times during the term it, and its employees, agents, and Subcontractors shall comply with, and take no action that results in the other Party being in violation of, any applicable federal, state, and local laws, ordinances, regulations, and rules. Each Party's personnel shall clearly identify themselves as the appropriate Party's personnel and not as employees of the other Party. When on the other Party's premises, each Party's personnel shall wear and clearly display identification badges or tags, as approved by the other Party. Contractor's employees shall not smoke or use profanity or other inappropriate

language while on site. Contractor's employees shall not enter the facility while under the influence of alcohol, drugs or other intoxicants and shall not have such materials in their possession. Contractor's employees shall plan their activities to minimize the number of times they must enter and exit a facility. They should transport all tools, equipment and materials needed for the day at the start of the work period and restrict all breaks to the absolute minimum.


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



SIGNATURE PAGE

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

Company Name Parker-Anderson Enrichment

By:   
Signature  
Josh Parker  
Print Name

Title: President  
Dated: 5/9/2019

By: \_\_\_\_\_  
Signature  
Jamie Anderson  
Print Name

Title: CFO  
Dated: 5/9/2019

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

**Information regarding Contractor:**

License No.: \_\_\_\_\_

34-205-6683 \_\_\_\_\_:

Address: 16526 Arminta St.

Employer Identification and/or  
Social Security Number

Van Nuys, CA 91406

Telephone: (818) 650-8676

Facsimile: (818) 249-5551

E-Mail: la@parker-anderson

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

Type of Business Entity:  
 Individual  
 Sole Proprietorship  
 Partnership  
 Limited Partnership  
 Corporation, State: \_\_\_\_\_  
 Limited Liability Company  
 Other: \_\_\_\_\_

**Glendale Unified School District**

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

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

Print Name: Dr. Kelly King

Print Title: ASSISTANT SUPERINTENDENT, EDUCATIONAL SERVICES

**ATTACHMENT A**

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

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

Contractor may provide the following General Services:

Dates: Monday, June 17<sup>th</sup> through Friday, June 28<sup>th</sup> 2019

Location: Horace Mann Elementary

Summer Academy Hours: (subject to change to accommodate summer school)

Period 1: 8:00am-9:00am

Period 2: 9:00am-10:00am

Break: 10:00am-10:15am

Period 3: 10:15am-11:30am

Lunch: 11:30pm-12:30pm – Organized and structured sports

Period 4: 12:30pm-1:45pm

(Dismissal)



Summer Academy Workshop Schedule (subject to change based on GUSD suggestions)

K-1<sup>st</sup> Grades: Nerf Sports, Weird & Wacky Science, Hip Hop Dance, Minecraft

2<sup>nd</sup>-3<sup>rd</sup> Grades: Weird & Wacky Science, Nerf Sports, Minecraft; Hip Hop Dance, Chess

4<sup>th</sup>-5<sup>th</sup> Grades: Minecraft, Chess, Weird & Wacky Science, Mock Trial, Hip Hop Dance, Young Doctors

Cost: Parker-Anderson’s rate is **\$10/student/workshop**. In addition, we will supply all materials/**lab fees at our expense**, and will not bill separately for any consumable/non-consumable expenses - they will be all-inclusive with the per student rate.

- **60 Students RSI \$10 x 4 Periods x 10 days = \$24,000**
- **50 Students Title III \$10 x 2 Periods x 10 days = \$10,000 a total of \$34,000**

Parker-Anderson **will only bill for students that are officially enrolled** on the rosters via [www.parker-anderson.org](http://www.parker-anderson.org).

Recruitment & Enrollment:

Parker-Anderson will facilitate all recruitment and enrollment for Summer Academy 2019. All brochures, questionnaires and registration forms will be provided by Parker-Anderson Enrichment.

Once provided with a list of eligible students from GUSD, Parker-Anderson will contact the parents directly, and get them enrolled on Parker-Anderson Enrichment’s website: [www.parker-anderson.org](http://www.parker-anderson.org)

Parker-Anderson Enrichment’s website will have exact rosters for each of the grade levels for all enrolled students. All up-to-date rosters will be accessible by GUSD on a daily basis.

Staffing:

Parker-Anderson will provide certified instructors for each workshop that runs with a minimum of 6 students.

We will also provide an on-site liaison each day to:

- Cross-reference the “absent” list with our rosters, and provide rosters for each of the teachers
  - Facilitate roll call with all of the instructors—find any students on the rosters that are not in attendance
  - Supervise the lunch break
  - Help manage the drop-off & dismissal procedures
-



**EXHIBIT "A"**

**WORKERS' COMPENSATION CERTIFICATION**

Labor Code Section 3700 in relevant part provides:

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

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

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

Date: 5/9/2019

Name of Contractor: Parker-Anderson Enrichment

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

Print Name and Title: Josh Parker, President

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



**EXHIBIT "B"**  
**FINGERPRINTING/CRIMINAL BACKGROUND INVESTIGATION CERTIFICATION**

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

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

---

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

- Pursuant to Education Code section 45125.2, Contractor has installed or will install, prior to commencement of Work, a physical barrier at the Work Site, that will limit contact between Contractor's employees and District pupils at all times; and/or
- Pursuant to Education Code section 45125.2, Contractor certifies that all employees will be under the continual supervision of, and monitored by, an employee of the Contractor who the California Department of Justice has ascertained has not been convicted of a violent or serious felony. The name and title of the employee who will be supervising Contractor's employees and its subcontractors' employees is

Name: Josh Parker

Title: President

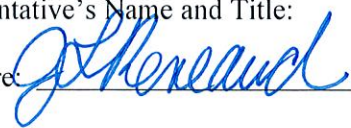
Contractor's responsibility for background clearance extends to all of its employees, Subcontractors, and employees of Subcontractors coming into contact with District pupils regardless of whether they are designated as employees or acting as independent contractors of the Contractor.

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

Date: 5/9/2019

Name of Contractor or Company: Parker-Anderson Enrichment

Representative's Name and Title: Josh Parker, Director

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

**EXHIBIT "C"**

**NONCOLLUSION DECLARATION TO BE EXECUTED BY  
BIDDER AND SUBMITTED WITH BID**

(Public Contract Code section 7106)

The undersigned declares:


---

I am the president of Parker-Anderson Enrichment, the party making the foregoing bid.

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

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

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct and that this declaration is executed on 5/3/2018, at Van Nuys, CA.

  
\_\_\_\_\_  
Signature

Josh Parker  
\_\_\_\_\_  
Print Name



**EXHIBIT "D"**

**TUBERCULOSIS CLEARANCE**

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

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

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

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

- The Contractor has complied with the tuberculosis requirements of Education Code Section 49406.1 with respect to all Contractor's employees and all of its subcontractors' employees who may have contact with District students in the course of providing Services pursuant to the Agreement, and the California Department of Justice has determined that none of those employees has active tuberculosis, as that term is defined in Education Code Section 45122.1. A complete and accurate list of Contractor's employees and of all of its subcontractors' employees who may come in contact with District students during the course and scope of the Agreement is attached hereto; and/or
- Contractor's Services under the Agreement are to be provided at an unoccupied school site only and/or will not be done on any District property and no employee and/or subcontractor or supplier of any tier of Agreement shall come in contact with District students.

Date: 5/9/2019

Name of Contractor: Parker-Anderson Enrichment

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

Print Name and Title: Josh Parker, President

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

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

CONSENT CALENDAR NO. 24

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

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

SUBJECT: **Approval of the Services Agreement between Glendale Unified School District and Bridge of Knowledge, Inc. dba Sylvan Learning, Glendale**

---

The Interim Superintendent recommends that the Board of Education approve the Services Agreement between Glendale Unified School District and Bridge of Knowledge, Inc. dba Sylvan Learning, Glendale in the amount of \$28,000 to provide tutoring for identified English learner students.

Glendale Unified School District, in partnership with Sylvan Learning, Glendale, will provide tutoring for 50 potential 4<sup>th</sup>-5<sup>th</sup> grade English learner students eligible for this opportunity. Classes will be offered for two hours per day, up to two weeks during Summer Academy, totaling 20 hours per student in the 2-week period. Sessions will be held at Mann Elementary School for math and English language arts.

The program will run from June 17-June 28, 2019. The cost for the tutoring program is \$28,000, which will be covered by Title III funds.

**GLENDALE UNIFIED SCHOOL DISTRICT**

223 North Jackson Street  
Glendale, CA 91206  
(818) 241-3111

**SERVICES AGREEMENT**

This **Agreement** for Professional Services (“Agreement”) is made and entered into as of the 9th day of May, 2019 by and between the Glendale Unified School District, (“District”) and Bridge of Knowledge, Inc. dba Sylvan Learning, Glendale whose place of business is 1010 N. Glendale Ave., #203, Glendale, Ca., herein referring to as (“Contractor”), (together, “Parties”).

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

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

NOW, THEREFORE, the Parties agree as follows:

1. **Term.** Contractor shall commence providing services under this Agreement on June 17, 2019 and will diligently perform as required and complete performance by June 28, 2019.
2. **Submittal of Documents.** The Contractor shall not commence the Services under this Agreement until the Contractor has submitted and the District has approved the certificate(s) and affidavit(s), and the endorsement(s) of insurance required as indicated below:

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

3. **Compensation.** District agrees to pay the Contractor for services satisfactorily rendered pursuant to this Agreement (as needed, as requested) a total fee not to exceed (NTE) Twenty Eight Thousand dollars (\$28,000.00), which includes reimbursable cost listed in item 4.1. District shall pay Contractor according to the following terms and conditions:

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

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

4.1.       N/A



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



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

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

10. **Insurance.**

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

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

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



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

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

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

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

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

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

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

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

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

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



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



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

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

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

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

**District**

**Glendale Unified School District**

223 N. Jackson Street  
Glendale, California 91206  
ATTN: Dr. Kelly King

**Contractor:**

Bridge of Knowledge, Inc.  
dba Sylvan Learning  
1010 N. Glendale Ave. #203  
Glendale, CA 91206  
ATTN: George Sun



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

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



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

language while on site. Contractor's employees shall not enter the facility while under the influence of alcohol, drugs or other intoxicants and shall not have such materials in their possession. Contractor's employees shall plan their activities to minimize the number of times they must enter and exit a facility. They should transport all tools, equipment and materials needed for the day at the start of the work period and restrict all breaks to the absolute minimum.

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



SIGNATURE PAGE

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

**Company Name** Bridge of Knowledge, Inc. dba Sylvan Learning, Glendale

By: George Sun  
Signature

Title: Executive Director

George Sun  
Print Name

Dated: 05/09/2019

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

Title:

Dated:

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

**Information regarding Contractor:**

License No.: \_\_\_\_\_

Address: 1010 N. Glendale Ave., #203  
Glendale, CA 91206

Telephone: (818) 240-7323

Facsimile: (818) 240-2348

E-Mail: Info@SylvanGlendale.com

Type of Business Entity:

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

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

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

**Glendale Unified School District**

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

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

Print Name: Dr. Kelly King

Print Title: ASSISTANT SUPERINTENDENT, EDUCATIONAL SERVICES

**ATTACHMENT A**

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

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

Contractor may provide the following General Services:

See the attachment for the "Scope of Work".

**FUNDING AND RELATED COSTS •**

---

- Approximate # of students: 50
- Grades: 4-5
- Per Student Rate: \$560 (total contract \$28,000 for 50 registered students)
- Total Sessions: 20 hours / students in a 2-week summer school (pre-test and post-test included)
- Frequency: 2 hours per day
  - ♣ Attendance will be reported to GUSD weekly for follow up
  - ♣ Make-ups will not be accommodated due to the timeframe
- Program Schedule: Pre and Post Assessment TBD.
  - Program: June 17-21 and June 24-28
- Billing: Student Hours are billable regardless of attendance of registered students
  - ♣ Invoice will be submitted to GUSD for approval / payment within 5 business days of the close of the month and will be due no later than 20 days after receipt of invoice.
- Availability: School / schedule:
  - ♣ Monday – Friday 8:00 am – 10:00 am for the hours assigned by GUSD
- Location of tutoring: Mann Elementary -
  - ♣ 501 E Acacia Ave, Glendale, CA 91205

(continued)

## PROVIDER SERVICES

- Acelt! Delivered by Sylvan / Programs Details:
  - Subject: Reading / Math
  - Registration: Sylvan will call to enroll 4-5 grade EL students in the Summer Academy
  - Assessment: Sylvan will begin with a pre-test that will give us a scaled score to group students for instruction.
  - Instruction delivery: The Acelt! Program is designed to be delivered in groups up to 10 students. However, we reserve the right to increase the group size to accommodate urgent scheduling issues, if necessary.
  - Learning Plan: Sylvan will prepare the Learning Plan for the group that will include skills that will be reviewed to assist the student to meet grade level standards.
  - Parent night: We encourage GUSD to host a parent night at which GUSD & Sylvan present the plan and other useful information to parents.
  - Progress report: At the end of the program, Sylvan will provide a progress report that will include both pre & post test results for distribution to teachers and parents.
  - The Program will be delivered with workbooks, worksheets, books, and manipulatives which are directly aligned to the program for each group of students.
  - Materials: All materials will be stored at the School site during the duration of the program.
- TB and Background checks: Required prior to employment beginning at Sylvan.
- GUSD Classroom teachers are encouraged to apply with Sylvan to administer the program.
- Communication: All communication will be made directly to representatives of GUSD and Mann Elementary. Please let me know if you have questions. We look forward to speaking with



**EXHIBIT "A"**

**WORKERS' COMPENSATION CERTIFICATION**

Labor Code Section 3700 in relevant part provides:

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

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

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

Date: 05/09/2019

Name of Contractor: Bridge of Knowledge, Inc. dba Sylvan Learning, Glendale

Signature: George Sun

Print Name and Title: George Sun, Executive Director

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

Date: 05/09/2019

Name of Contractor: Bridge of Knowledge, Inc. dba Sylvan Learning, Glendale

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

Print Name and Title: George Sun, Executive Director

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

**EXHIBIT "B"**  
**FINGERPRINTING/CRIMINAL BACKGROUND INVESTIGATION CERTIFICATION**

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

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

---

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

- Pursuant to Education Code section 45125.2, Contractor has installed or will install, prior to commencement of Work, a physical barrier at the Work Site, that will limit contact between Contractor's employees and District pupils at all times; and/or
- Pursuant to Education Code section 45125.2, Contractor certifies that all employees will be under the continual supervision of, and monitored by, an employee of the Contractor who the California Department of Justice has ascertained has not been convicted of a violent or serious felony. The name and title of the employee who will be supervising Contractor's employees and its subcontractors' employees is

Name: George Sun

Title: Executive Director

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

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

Date: 05/09/2019

Name of Contractor or Company: Bridge of Knowledge, Inc. dba Sylvan Learning

Representative's Name and Title: George Sun, Executive Director

Signature: 



**EXHIBIT "C"**

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

The undersigned declares:

I am the Director of Bridge of Knowledge, Inc. DBA: Sylvan Learning Center, the party making the foregoing bid.

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

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

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct and that this declaration is executed on 8/1/2018, at Glendale, CA.



\_\_\_\_\_  
Signature

George Sun

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

**EXHIBIT "D"**

**TUBERCULOSIS CLEARANCE**

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

I am a representative of the Bridge of Knowledge, Inc. DBA: Sylvan Learning Center ("Contractor") currently entering into this Agreement with the District and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of Contractor.

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

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

- The Contractor has complied with the tuberculosis requirements of Education Code Section 49406.1 with respect to all Contractor's employees and all of its subcontractors' employees who may have contact with District students in the course of providing Services pursuant to the Agreement, and the California Department of Justice has determined that none of those employees has active tuberculosis, as that term is defined in Education Code Section 45122.1. A complete and accurate list of Contractor's employees and of all of its subcontractors' employees who may come in contact with District students during the course and scope of the Agreement is attached hereto; and/or
- Contractor's Services under the Agreement are to be provided at an unoccupied school site only and/or will not be done on any District property and no employee and/or subcontractor or supplier of any tier of Agreement shall come in contact with District students.

Date: 05/09/2019

Name of Contractor: Bridge of Knowledge, Inc. dba Sylvan Learning, Glendale

Signature: 

Print Name and Title: George Sun, Executive Director

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





BRIDG-5

OP ID: LA

# CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)  
08/02/2018

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

**IMPORTANT:** If the certificate holder is an **ADDITIONAL INSURED**, the policy(ies) must have **ADDITIONAL INSURED** provisions or be endorsed. If **SUBROGATION IS WAIVED**, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

<b>PRODUCER</b> Intermarket Insurance Agcy Inc 205 E Main Street, Suite 3-4 Huntington, NY 11743 House Accounts	631-421-2424	<b>CONTACT NAME:</b> House Accounts <b>PHONE (A/C, No, Ext):</b> 631-421-2424 <b>FAX (A/C, No):</b> 631-421-2004 <b>E-MAIL ADDRESS:</b>
	<b>INSURER(S) AFFORDING COVERAGE</b> INSURER A: <b>Travelers Property Casualty</b> NAIC # <b>25674</b> INSURER B: INSURER C: INSURER D: INSURER E: INSURER F:	
<b>INSURED</b> Bridge of Knowledge, Inc DBA Sylvan Learning Glendale 1010 N Glendale Ave #203 Glendale, CA 91206		


**COVERAGES**                      **CERTIFICATE NUMBER:**                      **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR			680-2L056235	08/01/2018	08/01/2019	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 300,000
A	<input checked="" type="checkbox"/> Corp Punishment			680-2L056235	08/01/2018	08/01/2019	MED EXP (Any one person) \$ 10,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMPIOP AGG \$ 2,000,000
GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:							
A	<input type="checkbox"/> AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO OWNED AUTOS ONLY <input checked="" type="checkbox"/> HIRED AUTOS ONLY			680-2L056235	08/01/2018	08/01/2019	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
	<input checked="" type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY						
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> DED RETENTION \$ 10,000			CUP-2L067096	08/01/2018	08/01/2019	EACH OCCURRENCE \$ 1,000,000 AGGREGATE \$
A	<input type="checkbox"/> WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/ MEMBER EXCLUDED? (Mandatory in NH) <input type="checkbox"/> Y/N		N/A	UB-2L058032	08/01/2018	08/01/2019	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$
A	<input type="checkbox"/> Professional Liab			680-2L056235	08/01/2018	08/01/2019	Occ/Agg \$1M/\$2M
A	<input type="checkbox"/> Sex Abuse & Mol			680-2L056235	08/01/2018	08/01/2019	Act/Agg \$1M/\$2M

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

The Glendale Unified School District, its Board of Education, agents, representatives, employees, trustees, officers, Contractors and volunteers are included as additional insureds as required by written contract or agreement. In the event of policy cancellation 30 days written notice will be provided. General Liability coverage is primary and non-contributory as

<b>CERTIFICATE HOLDER</b>	<b>CANCELLATION</b>
GLENUSD  Gendale Unified High School District 223 N. Jackson Street Glendale, CA 91206	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.  AUTHORIZED REPRESENTATIVE 

**THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.**

## **ADDITIONAL INSURED-DESIGNATED PERSON OR ORGANIZATION**

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

---

### **SCHEDULE**

**Name of person or organization:**

**The Glendale Unified School District, its Board of Education, agents, representatives, employees, trustees, officers, Contractors and volunteers**

WHO IS AN INSURED (Section II) is amended to include as an insured the person or organization shown in the Schedule as an insured but only with respect to liability arising out of your acts or omissions.

**NOTEPAD**

INSURED'S NAME Bridge of Knowledge, Inc

BRIDG-5  
OP ID: LA

PAGE 2  
Date 08/02/2018

required by written contract or agreement. Waiver of subrogation applies to General Liability policy as required by written contract or agreement.



# Request for Taxpayer Identification Number and Certification

▶ Go to [www.irs.gov/FormW9](http://www.irs.gov/FormW9) for instructions and the latest information.

**Give Form to the  
requester. Do not  
send to the IRS.**

Print or type. See Specific Instructions on page 3.	1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.		
	<b>Bridge of Knowledge, Inc</b>		
	2 Business name/disregarded entity name, if different from above		
	<b>Sylvan Learning, Glendale</b>		
	3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only <b>one</b> of the following seven boxes.		4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):
	<input type="checkbox"/> Individual/sole proprietor or single-member LLC <input checked="" type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ _____ <b>Note:</b> Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is <b>not</b> disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner. <input type="checkbox"/> Other (see instructions) ▶ _____		Exempt payee code (if any) _____  Exemption from FATCA reporting code (if any) _____ <small>(Applies to accounts maintained outside the U.S.)</small>
	5 Address (number, street, and apt. or suite no.) See instructions.		Requester's name and address (optional)
<b>1010 N. Glendale Ave. #203</b>			
6 City, state, and ZIP code			
<b>Glendale, CA, 91206</b>			
7 List account number(s) here (optional)			

## Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

**Note:** If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

<b>Social security number</b>	
[ ] [ ] [ ] - [ ] [ ] [ ] - [ ] [ ] [ ]	
<b>or</b>	
<b>Employer identification number</b>	
3 2 - 0 5 7 5 6 3 9	

## Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

**Certification instructions.** You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

<b>Sign Here</b>	Signature of U.S. person ▶ <i>Yining Sun</i>	Date ▶ <i>05/11/2019</i>
------------------	--	--------------------------

## General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

**Future developments.** For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to [www.irs.gov/FormW9](http://www.irs.gov/FormW9).

### Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (interest earned or paid)

- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

*If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.*

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

CONSENT CALENDAR NO. 25

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

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

PREPARED BY: Luz Zuluaga, Accounting Technician, Categorical Programs

SUBJECT: **Annual Application for Funds Under the Consolidated Application and Reporting System (CARS) for Categorical Aid Programs 2019-2020 (Spring and Winter Collections)**

---

The Interim Superintendent recommends that the Board of Education approve the submission of the annual Consolidated Application and Reporting System (CARS) for 2019-2020, which is required to receive funds for categorical programs.

The Consolidated Application must be submitted to the California Department of Education (CDE) for the District to receive funds from various Federal programs. The application is submitted online through a web-based Consolidated Application and Reporting System (CARS). The system has two data collection reporting periods: Spring and Winter.

The Spring Release of the application includes documents for the participation in various federal categorical programs and includes assurances of the application that the LEA (Local Educational Agency) will comply with the legal requirement of each program. The Spring collection needs to be certified by June 30, 2019. The Winter Release of the application, to be certified in February 2020, contains the LEA's entitlements for each funded program. Program entitlements are determined by formulas contained in the funds for direct administration and indirect support costs for programs operated by the LEA and allocates funds to schools for programs operated at school sites.

The details of the application are outlined on the following page.

<p>Spring Collection (due June 30, 2019)</p>	<p>Winter Collection (due February 28, 2020)          Subject to change by CDE</p>
<p><b><u>Fiscal year 2017-18</u></b>  <b>Expenditure/Obligation Reporting (24 months)</b></p> <ul style="list-style-type: none"> <li>• Title II, Part A</li> <li>• Title III, Part A English Learner</li> </ul> <p><b><u>Fiscal year 2018-19</u></b>  <b>Expenditure/Obligation Reporting (12 months)</b>  <b>End of Year Reporting (Data Collections)</b></p> <ul style="list-style-type: none"> <li>• Title I, Part A Nonprofit Private School Student Served</li> <li>• Title II, Part A</li> <li>• Title III, English Learner</li> <li>• Title III, Part A English Learner Nonprofit Private School Reimbursement</li> <li>• Homeless Education Policy, Requirements and Implementation</li> </ul> <p><b><u>Fiscal year 2019-20</u></b>  <b>Application for Funding</b></p> <ul style="list-style-type: none"> <li>• Certification of Assurances</li> <li>• Protected Prayer Certification</li> <li>• LCAP Federal Addendum Certification</li> <li>• Application for Categorical funding</li> <li>• Nonprofit Private School Consultation</li> <li>• Other Elementary and Secondary Education Act (ESEA) Nonprofit Private School Participation</li> <li>• Title I, Part A Nonprofit Private School Participation</li> <li>• Title III, Part A English Learner Student Program Subgrant Budget</li> <li>• Title III, Immigrant Student Program Subgrant Budget</li> <li>• Title IV, Part A Nonprofit Private School Participation</li> <li>• Substitute System for Time Accounting</li> </ul>	<p><b><u>Fiscal year 2017-18</u></b>  <b>Expenditure/Obligation Reporting (27 months)</b></p> <ul style="list-style-type: none"> <li>• Title I, Part A Close Out Report</li> <li>• Title II, Part A</li> <li>• Title III, Part A English Learner</li> </ul> <p><b><u>Fiscal year 2018-19</u></b>  <ul style="list-style-type: none"> <li>• Title I, Part A, Carryover (Calculation and Waiver Request)</li> </ul> <b>Expenditure/Obligation Reporting (18 months)</b> <ul style="list-style-type: none"> <li>• Title III, Part A English Learner</li> </ul> <b><u>Fiscal year 2019-20</u></b>  <b>Data Collections</b></p> <ul style="list-style-type: none"> <li>• School Student Counts, Actuals</li> <li>• Federal Transferability</li> <li>• Title I, Part A Notice of Authorization Schoolwide Program</li> <li>• Title I, Part A District Allocation</li> <li>• Title I, Part A District Reservations (Required)</li> <li>• Title I, Part A District Reservations (Allowed)</li> <li>• Title I, Part A School Allocations</li> <li>• Title II, Part A District Allocation and Reservations</li> <li>• Title III, Part A Immigrant District Allocation</li> <li>• Title III, Part A English Learner District Allocation</li> <li>• ESSA Administrative Fund Consolidation</li> <li>• Comparability Report</li> </ul> <b>Expenditure/Obligation Reporting (6 months)</b> <ul style="list-style-type: none"> <li>• Title III, Part A Immigrant</li> <li>• Title III, Part A English Learner</li> </ul>

Program entitlements have been estimated by the District at the amounts described below and can be used to implement programs beginning July 1, 2019. These funds are contingent upon the final State Budget, as well as program budgets, certifications, assurances, waivers at the District level, and individual school plans.

CARS require the signatures of the District Superintendent or designee to certify that all applicable State and Federal rules and regulations will be observed, to the best of his/her knowledge; the information contained in the application is correct and complete; and agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Federal Program Monitoring (FPM). Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. The Superintendent will certify and accept all assurances except for those for which a waiver has been obtained or requested. If any, a copy of all waivers or requests are kept on file.

For Title I and Title III-Immigrant, at least eighty-five percent of all entitlements or apportionments must be spent for direct services to students. No more than two percent of the Title III-English Learner allocation may be used for administrative cost in addition to the indirect cost for a fiscal year.

### **Federal Funding – Elementary and Secondary Education Act (ESEA)**

#### **Participation of Nonprofit Private School Students**

The ESEA Act mandates the elective participation of nonprofit private schools in the following Federal programs: Title I, Part A; Title II, Part A; Title III, Part A; and Title IV.

The educational services that are provided must be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel participating in the program and shall be provided in a timely manner.

The District must hold an annual meeting to present information to all nonprofit private schools regarding their elective participation, including the Federal ESEA regulations and guidelines required by each program. Equitable services for private school students, teachers, and educational personnel must be developed in consultation with the official of the participating private schools. The consultation must be both timely and meaningful. Consultation must occur before GUSD makes any decision (such as ordering materials or hiring staff) that affects the opportunities of the private schools students, teacher or other educational personnel to participate, and must address issues such as: how the student's

needs will be identified; what services will be offered; how, where and by who the services will be provided; how the services will be assessed and how the results of the assessment will be used to improve those services; the size and scope of the equitable services to be provided to the eligible private school students, teachers, and other educational personnel and the amount of funds available for those services; and how and when GUSD will make decisions about the delivery of services, including a thorough consideration and analysis of the views of private schools officials on the provision of contract services through potential third-party providers. The GUSD may request documentation, as needed, from private school officials that enables GUSD to identify students who are eligible under the applicable ESEA program and the appropriate services that meet the needs of those private school students and their teachers. However, the request for documentation should not constitute an administrative barrier that is inconsistent with the GUSD's responsibility to ensure equitable participation of private school students, teachers, and other educational personnel.

#### **Title I, Part A, Schoolwide Programs (SWP) and Targeted Assistance School (TAS) Programs**

Title I, Part A, provides supplemental Federal funds to be used to narrow the achievement gap between disadvantaged children and other children in those areas where the highest concentration of children from low-income families attends school. The Title I program provides the District with supplemental funding to help improve instruction in high poverty schools and ensure that poor and minority children have the same opportunities as other children to meet challenging State/District academic standards. Schools receiving Title I funds must implement activities that scientifically-based research suggests will be most effective in helping all students meet these standards.

There are ten elementary, three middle, and four high schools that are officially Title I/Schoolwide Program schools (SWP), which integrate programs, strategies, and resources to support schoolwide reform in Language Arts, Mathematics, Science, History/Social Science, Physical Education, and the Arts. A SWP permits a school to use these supplemental funds from Title I to raise academic achievement for all students and improve the entire educational program of the school. Schoolwide programs can use their Title I funds in the manner they choose, as long as they engage in reform strategies that increase the amount and quality of learning and help provide a high-quality curriculum for all children according to a comprehensive school plan, the School Plan for Student Achievement (SPSA). There are two Targeted Assistance Schools (TAS), Jewel City and College View, and the private schools that elect to participate in Title I, Part A, operate Targeted Assistance School (TAS) programs where funds must be used exclusively for identified Title I students.

Title I funds supplement, and may not supplant, the students' regular educational program. Each school's SPSA includes targets, objectives, and strategies to provide additional assistance to students that must be supplemental to the core program. This additional assistance may be in the regular classroom, in appropriate "pull-out" centers, or in extended-day programs such as before/after school intersession, Saturday classes, and summer school. Each site must develop a Parent Involvement Policy and a School-Parent Compact that ensures the involvement of parents in a meaningful and ongoing way in the educational programs for their students and in the decision-making process for the Title I program.

The preliminary Title I program funding for the District will be approximately \$5,909,446. Per Federal guidelines, the District will distribute funds according to the poverty level at each school, which is based on free and reduced price lunch participation.

#### **Title I, Part A—Education of Homeless Children and Youth Education**

Title I, Part A funds must be reserved to provide comparable services to homeless children and to ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth. California State Law and The McKinney-Vento Act guarantee homeless students' enrollment in school. The District sets aside 1% of the Title I, Part A allocation to provide services as required by Federal and State regulations.

#### **Title II, Part A—Supporting Effective Instruction**

These Federal funds may be used to provide professional development to enable teachers to improve instruction; reduce class size; recruit teachers to teach special needs children; and recruit qualified paraprofessionals and teachers from populations underrepresented in the teaching profession. The District continues to use funds to hire teachers to reduce class size in grades K-3 and grade 9 English Language Development and Algebra. The Categorical Programs Office oversees and monitors the activities of programs supported through Title II, Part A. The District expects to receive approximately \$807,479.

Nonprofit private schools that elect to participate in Title II, Part A must be provided timely and meaningful consultation. When requested, the District must provide Title II, Part A services to private school teachers that are comparable to those provided to teachers in public schools. The District will maintain written affirmations signed by officials of each participating private school that the consultation has occurred.



**Title III, Part A - Program for Limited English Learner (EL)**

It is estimated that the District will receive approximately \$107.75 per each EL student in Federal Title III-EL funds for the 2019-20 school year. Per CALPADS, as of October 3, 2018, the District EL population was 5,942, with an estimated total funding of \$640,251. This money provides support programs for English Learner (EL) and immigrant students targeting programs that will enable EL children to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.

**Title III, Part A - Immigrant**

The District applied for this funding. Federal regulations require a minimum 2% growth every two years in order to qualify for funding. Glendale Unified School District did not meet the minimum growth requirement over a two-year period, per CALPADS data:

October 2016:	2,020 Immigrant students
October 2017:	2,193 Immigrant students
October 2018:	1,859 Immigrant students

**Title IV, Part A – Student Support**

The Every Student Succeeds Act (ESSA) requires states to award Title IV, Part A funds to district and schools using a formula tied to its Title I awards.

At the February 6, 2018, Board meeting, the Board of Education approved for Title IV, Part A funds to be transferred to Title II, Part A, to use the funds for professional development related to supporting effective instruction. Staff is requesting to transfer 2019-2020 Title IV Part A funds to Title II, Part A. The California Department of Education estimated funding for the 2019-20 of \$378,343.

**LCAP Federal Addendum**

Following the ESEA as amended by the ESSA, a LEA may receive a subgrant from the State only if the LEA has on file with the State a plan approved by the State Educational Agency (SEA). Within California, LEAs that apply for ESSA funds are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve as the ESSA LEA plan.

**School Site Responsibilities:**

Each school is required to have a comprehensive school plan known as a School Plan for Student Achievement (SPSA) describing strategies and activities to improve student achievement and meet District-adopted standards through supplementary services provided by these programs to support the District's core program. Title I funded schools operating Schoolwide programs must address the new components described in ESSA, Title I, section 1114, including a comprehensive needs assessment. Based on the school's comprehensive needs assessment and comprehensive school plan, schools may use funds to provide additional direct instructional support services, supplemental materials and equipment, professional development, and parent/community engagement activities. Title I funded schools must develop, with involvement of parents, a Parent and Family Engagement Policy addressing specific requirements including how the school will ensure meaningful involvement of parents and build the capacity of staff and parents to support partnerships for student achievement. The policy must be distributed to parents and participating students. Each school's School Site Council is required to provide input and recommend the SPSA to the Board for approval including the planned activities and budgets as part of the SPSA. In addition, the Director and Accounting Technician of Categorical Programs meet with each Principal and their support staff to review compliance and proper expenditure of funds. All site plans are reviewed for compliance along with goals and activities to improve student achievement and parent/family involvement and engagement before being forwarded to the Board for approval.



GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

CONSENT CALENDAR NO. 26

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

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

SUBJECT: **Approval of School Plan for Student Achievement (SPSA)**

---

The Interim Superintendent recommends that the Board of Education approve the 2019-2020 School Plan for Student Achievement (SPSA) for schools participating in one or more state/federal programs.

School Site Councils and staff members from all sites have collaboratively developed SPSAs to utilize the Categorical Programs funds to improve student achievement.

These plans are based on a school's comprehensive needs assessment, which leads to schoolwide goals that are aligned with the District's goals and the Local Control Accountability Plan (LCAP). All individual SPSAs were approved by each School Site Council.

The current SPSA utilizes the on-line template developed by the California Department of Education (CDE). Plan development began in the Spring with the review of available achievement data. Annual goals, actions and budget are completed by school site teams and the School Site Council (SSC), and then approved by SSC. The SPSAs are revised annually based on available data and budget information. The SPSAs are reviewed by the Categorical Programs Office with the provisions of applicable state/federal laws and regulations and for consistency with District Board Policies, Board Priorities, and the Glendale Unified School District Local Control Accountability Plan (LCAP). All SPSAs must also be reviewed and approved by the Governing Board of the District. In the fall of 2019, SPSAs will be resubmitted to the Board for final approval once schools receive their carryover funds and make their final adjustments to their plans.

Copies of all SPSAs are available for review at the school sites and Categorical Programs Office.

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2018

CONSENT CALENDAR NO. 27

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

SUBMITTED BY: Dr. Nancy Hong, Coordinator I, FLAG Programs

SUBJECT: **Acceptance of Grant Funds from the French-American Cultural Exchange (FACE) Foundation for Franklin Elementary School**

---

The Interim Superintendent recommends that the Board of Education accept funds in the amount of \$3,000 from the FACE Foundation to support the French Dual Language Program at Franklin Elementary School in the 2019-2020 school year.

The FACE Foundation, whose mission is to support French-American cultural exchanges in education and the arts, has awarded the FLAG French program at Franklin Elementary School with a \$3,000 grant for 2019-2020. The funds are to be used for French pedagogical materials, literary resources such as magazine subscriptions, and training for teachers on the Diplôme d'Études en Langue Française (DELF). The DELF is a test that is administered each year so that students in the 3rd and 5th grades have the opportunity to earn an internationally recognized language certificate.

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

CONSENT CALENDAR NO. 28

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

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

**SUBJECT: Approval of VMware Support Renewal for 2019-2020**

---

The Interim Superintendent recommends that the Board of Education approve the annual licensing for the District's VMware support renewal for server management software with AMS.net, Inc. for a total amount of \$22,370.42.

On July 17, 2012, the Board of Education approved the purchase of HP Server hardware with VMware Server Management Software. Both the Superintendent's Facility Advisory Technology Sub-Committee (SFATS) and the Superintendent's Facility Advisory Committee (SFAC) approved the purchase of the hardware and software.

The purchase included maintenance and support for the first three years, after which annual renewals are required. It is recommended that Glendale Unified School District renew the VMware Management Software. The total cost for this annual renewal is \$22,370.42 and will be funded by the Educational Technology and Information Services budget.



**AMS.NET, Inc.**  
 502 Commerce Way, Livermore, CA 94551  
 925-245-6100 • 925-245-6150 Fax  
 www.ams.net

## Customer Price Quote

### Customer

Glendale Unified School District  
 223 N Jackson St  
 Glendale CA, 91206-4334 US  
 ATTN: Romer Ganiron

### Ship To

GSD-ETIS  
 223 N Jackson St Rm B15  
 Glendale, CA 91206-4334  
 ATTN: Romer Ganiron

### Quote Description

VMware Renewal 19-20

<b>Quote #</b>	<b>#Q-00036166</b>
<b>Project #</b>	87712
<b>Modified</b>	5/23/2019
<b>Account Mgr.</b>	Thomas Vasconi
<b>AM Phone</b>	(925) 245-6128
<b>AM Email</b>	tvasconi@ams.net
<b>Inside Account Mgr.</b>	Mike Bruington
<b>IAM Phone</b>	(925) 245-6165
<b>IAM Email</b>	mbruington@ams.net
<b>Quote Exp.</b>	8/20/2019

Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
<b>Support through 8/20/20</b>					
1	<b>VS6-ENT-G-SSS-A</b> BSC SUP COVERAGE ACAD VSPHERE 6 ENTERPRISE FOR 1 PROCESSORÉ	VMWare	40.00	\$364.65	\$14,586.00
2	<b>VCS6-STD-G-SSS-A</b> RNWL ACD BASIC SNS VCTR SERVER 6 STD VSPHERE 6 PER	VMWare	2.00	\$758.55	\$1,517.10
3	<b>VC-SRM8-25E-GSSS-A</b> RNWL ACAD BASIC SNS SITE RECOV SLIC MGR 8 ENT 25VM	VMWare	4.00	\$1,566.83	\$6,267.32

## Order Summary

Subtotal	\$22,370.42
Adjustment	\$0.00
Estimated Taxes	\$0.00
<b>Total</b>	<b>\$22,370.42</b>

## Terms and Conditions

1. AMS.NET will require a Purchase Order referencing this Quote # or if a Purchase order is not provided, an authorized representative must sign this quote.

2. Payment terms are Net 30. An interest charge of 1.5% per month will be applied to all accounts past due, plus all costs of collection and reasonable attorneys fees. AMS.NET accepts all major credit cards. A convenience fee of 3.5% will be assessed. Customer agrees to accept multiple invoices for projects that cover multiple sales. In the event that a site's readiness is delayed by the customer, customer agrees to accept and pay invoices that reflect equipment and services already received.

3. Items sold by AMS.NET, Inc. and shipped to destinations in California are subject to sales tax. If an item is subject to sales tax in the state to which the order is shipped, tax is generally calculated on the total selling price of each individual item. In accordance with state tax laws, the total selling price of an order will generally include shipping and handling charges and item-level discounts. The amount of tax charged on your order will depend upon many factors including, but not limited to, the type of item(s) purchased, and the source and destination of the shipment. Factors can change between the time you place an order and the time an invoice is sent, which could affect the calculation of sales taxes. The amount appearing on your proposal as 'Estimated Sales Tax' may differ from the sales taxes ultimately charged. Shipping charges and sales tax will be added to this order when invoiced and the customer agrees to pay these charges.

4. All companies with tax exemption must present a valid Tax Exempt form. If Customer is tax exempt or if tax exempt form is not provided then customer agrees to pay all applicable taxes.

5. All shipments are FOB Origin or Pre-paid and shipped to Dock. Any Special shipping requirements must be clearly stated on all PO's (i.e. inside delivery). If inside Delivery or Lift-gate is required it must be specified and additional fees will incur. Shipping charges that appear on this quote are an estimate, AMS.NET will invoice and the customer will pay the actual shipping charge when identified.

6. Upon delivery of equipment, customer agrees to open all shipments and visually inspect equipment for physical damages. All damages must be reported to AMS.NET within 24 hours of delivery.

7. Returns will be accepted at AMS.NET discretion and are subject to manufacturer returns policies as well. For returns to be approved all merchandise must be in an unopened box and the customer agrees to pay a restocking fee of 15% of the purchase price. Returns must be made within 15 Days of receipt. All shipments must have a valid RMA number from AMS.NET before returning. For RMA requests please contact our Customer Service Department at (800) 893-3660 Ext. 6111. Email RMA requests should be directed to [service@ams.net](mailto:service@ams.net) A copy of AMS.NET's full RMA policy is available for review online at [www.ams.net/services/procurement-and-financing/](http://www.ams.net/services/procurement-and-financing/)

8. The laws of the State of California will apply to this sale.

9. The term "installation date" means the first business day on which installation of the system is complete. Minor omissions or variances in performance of the System that do not materially or adversely affect the operation of the system, shall not be deemed to have postponed the Installation Date. Seller shall use its best efforts to make timely delivery and installation. However, all stated delivery and installation dates are approximate and except as expressly provided in this agreement, Seller shall, under no circumstance, be deemed to be in default hereunder or be liable for consequential, incidental or special damages or commercial loss resulting from delays in delivery or installation.

10. Warranties. AMS warrants to Customer that it has good title to the equipment being sold to Customer under this Agreement, and the right to sell such equipment to Customer free of liens or encumbrances. AMS further warrants to Customer that the equipment being sold to Customer hereunder shall be free from defects in workmanship for a warranty period of thirty (30) days commencing on the later date the equipment is delivered to Customer or the date upon which AMS completes performance of the services to be performed under this agreement (this warranty being hereinafter referred to as an "Installation Warranty"). Except as expressly set forth in this paragraph, AMS does not make, and hereby disclaims, any and all representations or warranties, express or implied, with respect to the equipment or services being provided under this agreement, including but not limited to any implied warranties of merchantability, fitness for a particular purpose, satisfactory quality, against infringement, or arising from a course of dealing, usage or trade practice. AMS shall reasonably cooperate and assist Customer in enforcing any manufacturer warranties with respect to the equipment being sold to Customer under this Agreement. AMS hereby advises Customer, and Customer acknowledges that in the event Customer desires to procure from AMS any warranty protection beyond the warranty of title and the Installation Warranty provided under this Paragraph, Customer may do so by entering into a separate Service Agreement with AMS.

Manufacturer's warranty that is guaranteed is whatever is published by the manufacturer at the time of purchase.

11. Cisco Cloud services purchased from AMS.NET requires customer to accept Cisco's Universal Cloud agreement located on Cisco Systems' Website. This Universal Cloud Agreement describes the rights and responsibilities related to the Cloud Service(s) you purchase from Cisco or an Approved Source and is between you and Cisco. The Universal Cloud Agreement includes the applicable Offer Description(s) located at [www.cisco.com/go/cloudterms](http://www.cisco.com/go/cloudterms) (collectively "Agreement"). By clicking 'accept,' or using the Cloud Service, you agree to the terms of this Agreement. If you do not have authority to enter into this Agreement, or if you do not agree with its terms, do not click 'accept' and do not use the Cloud Service. If you determine that you cannot comply with the terms of this Agreement after you have paid for the Cloud Service, you may terminate your



**AMS.NET, Inc.**

502 Commerce Way, Livermore, CA 94551  
925-245-6100 • 925-245-6150 Fax  
www.ams.net

access to the Cloud Service for a full refund provided you do so within thirty (30) days of your purchase.

AMS.NET Tax ID: 94-3291629

C7 License: 763508

Please fax signed Quotation or Purchase Order to your AMS.NET account manager or to 925.245.6150. Full terms and conditions can be viewed on our website at [www.ams.net/services/procurement-and-financing/](http://www.ams.net/services/procurement-and-financing/)

Authorized Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

CONSENT CALENDAR NO. 29

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

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

SUBJECT: **Approval for Renewal of E-Rate Consulting Services for 2019-2020 School Year**

---

The Interim Superintendent recommends that the Board of Education approve the annual E-Rate consulting services with Nancy von Langen-Scott NvLS Professional Services, LLC for the 2019-2020 school year for a total amount not to exceed \$26,000.00.

Funding subsidy is available from the Federal Education Rate (E-Rate) program, which allows districts to apply for discounted telecommunications, internet and network costs on an annual basis.

Applying for E-Rate funding is a complicated and timely process that includes submitting applications, attending trainings, creating RFPs, selecting vendors, and responding to inquiries and audits. For the past few years, GUSD has used NvLS Professional Services, LLC to manage the E-Rate application process. Using NvLS Professional Services, LLC ensures that GUSD's E-Rate applications adhere to the ever-changing rules and regulations, and maximize requested discounts by taking advantage of all eligible services available in the program. NvLS Professional Services, LLC helped GUSD receive over \$300,000 in telecommunications discounts in past years and approximately \$3 million in discounts on equipment for the Measure S network infrastructure upgrade.

The current agreement ends June 30, 2019. It is recommended to renew the agreement with NvLS Professional Services, LLC to continue E-Rate consulting services for the 2019-2020 fiscal year in the amount not to exceed \$26,000. This service will continue to be funded by Educational Technology and Information Services (ETIS) budget, as was the original contract.

**Nancy von Langen-Scott  
NvLS Professional Services, LLC**

11321 Legacy Terrace  
San Diego, CA. 92131-3552

[nancyvls@nvlS-erate.com](mailto:nancyvls@nvlS-erate.com)

Ofc: (858) 271-8585

Fax: (858) 271-0743

Cell: (858) 722-4456

The enclosed documents authorize NvLS Professional Services, LLC to file E-Rate documents for the Glendale Unified School District for a one-year time period of **July 1, 2019 - June 30, 2020**. There are three places for signatures: Contract, Certifications and General Letter of Agency (on your letterhead). Please be sure to sign in all three areas of the attached documents.

The **first signature** needed is in the NvLS Professional Services Contract document, which describes the services that NvLS Professional Services, LLC will perform and the fee schedule.

The **second signature**, included behind the contract, is for Certification clauses that are contained in the various E-Rate forms.

The **third signature** needed is on the General Letter of Agency, required by the Universal Services Administrative Company. Please cut and paste the attached document onto letterhead.

**Please read, date and sign all of the documents above and email back to Nancy von Langen-Scott at [nancyvls@nvlS-erate.com](mailto:nancyvls@nvlS-erate.com) .**

Please let us know if you have any questions or concerns. These documents should be read, dated, signed, and returned via email to [nancyvls@nvlS-erate.com](mailto:nancyvls@nvlS-erate.com) as soon as possible. Your prior contract expires 6/30/19. If you choose not to continue with us for Erate Consulting services, you will be charged \$150 per hour for any work performed after July 1, 2019. We will confirm with you your intentions for 2019-20 before proceeding with any work.

Thank you again for the honor of serving you.

Sincerely,

Nancy von Langen-Scott  
Chief Executive Officer  
NvLS Professional Services, LLC



**Section I:** NvLS Professional Services, LLC (NvLS PS) will prepare and submit the appropriate E-Rate forms, documentation, and reviews for the Glendale Unified School District from July 1, 2019 – June 30, 2020.

NvLS Professional Services, LLC (NvLS PS) will provide E-Rate assistance to the School/District as follows:

- 1) Prepare and file current 470, 471, 472, 486 and 500 forms for the school/district, meeting all of the E-Rate requirements and deadlines.
- 2) Notify school/district of E-Rate updates, changes and developments.
- 3) Work with the school/district to familiarize their staff with the E-Rate process.
- 4) Work with school/district to identify new products or services that they may want to include in new E-Rate applications.
- 5) Work with school/district to coordinate RFP or procurement process.
- 6) NvLS PS does not provide legal services. NvLS PS provides E-Rate technical and administrative services only.
- 7) NvLS PS is not liable for any direct, indirect, incidental, special or consequential damages, including the loss of funding. In the event that the school/district wishes to discontinue E-Rate consulting services, NvLS PS is not responsible nor will they pay for the procurement or expense of substitute consulting services.
- 8) File Service Provider forms (i.e. Existing Services, Data Gathering Forms and Designation forms) with the vendors to request monthly credits or annual reimbursement checks.
- 9) Answer PIA (Program Integrity Assurance) questions from the Universal Service Administrative Company's Schools and Libraries Division (USAC/SLD) regarding current applications.
- 10) Prepare or assist preparing responses to other E-Rate forms or requests for information.
- 11) Assist school/district with previous years' applications and collection of past funding approvals not yet received.
- 12) File updates with service providers when school/district notifies NvLS PS of new services.
- 13) File California Teleconnect Fund applications and updates when school provides new service information.
- 14) Term of Agreement:  
The term of the Agreement shall be in effect beginning July 1, 2019 and ending June 30, 2020.
- 15) Termination of Agreement – Without Cause  
The Client and/or NvLS Professional Services, LLC may terminate this Agreement, without cause, at any time by submitting written notice to the other party. The written Notice of Termination must be received no less than Thirty (30) days prior to the desired date of Termination.

- 16) In the event that the Client terminates this Agreement without cause, the Client agrees to compensate NvLS Professional Services, LLC for all work, service fees, and reimbursable expenses completed prior to the date of termination, and release NvLS PS from all liability, claims and causes of action resulting from negligent acts or omissions of the Client, its agents and/or employees performed after the date of termination.

Glendale Unified School District will provide the following:

- 1) A signed and dated general Letter of Agency, required by USAC (attached).
- 2) A signed and dated AT&T Letter of Agency, if using their services (as needed).
- 3) Billing invoices and information in a timely manner, requested by NvLS Professional Services, LLC (NvLS PS) in order to submit E-Rate forms and answer SLD questions. NvLS PS will not verify the accuracy of these documents or information and is basing applications on the information provided by the school/district.
- 4) A primary and secondary contact person with whom NvLS PS will communicate.
- 5) Retain relevant information and records for ten years from the last day of service as stipulated by the USAC program.
- 6) The school/district will be billed twice a year: in October/November and April/May. There may be a third invoice for those services conducted after the April/May invoice is rendered until June 30, 2019. The District agrees to pay within 30 days or during the next scheduled check run for payment. Late fees will be assessed after 45 days.
- 7) The school/district understands that all E-Rate related documents needed for filing the Erate Form 470 and/or Form 471, including CALPAD's figures, school site addresses, Vendor Invoices, RFP information, Bid Selection Criteria, budget, Item 21 information and counter-signed contracts and any other relevant documentation are to be received in a timely manner prior to the Erate Window deadlines.
- 8) If the school/district or their Vendors have not provided the relevant documentation at least 2 weeks before the E-rate deadline, the school/district could be assessed an additional 10%.
- 9) There can be penalties charged if documentation is not provided in a timely manner. We do not guarantee that your Erate applications will be filed if the documents are received less than one week prior to the Erate Window close.

Fees:

<p><b>Category One</b>            Filing of 470, 471, 486, 500 and 472 forms and Consultation, PIA's, Appeals, other USAC Communications, CTF Applications, Vendor ESL, Data Gathering and Designation forms associated with Category One Services (Telecommunications and Internet access)</p>	<p>\$20,000 One Year</p>	<p>July 1, 2019 - June 30, 2020</p>
<p><b>Category Two (Internal Connections, Basic Maintenance of Internal Connections, Managed Broadband)</b>            Any work associated with Category Two services, regardless of year, including 470, 471, 486, 500 and 472 forms, Consultation, PIA's, Appeals, other USAC Communications, Vendor Documentation, Data Gathering and Designation forms associated with Category Two Services</p>	<p>\$750 for up to 5 hours and \$150.00/hour thereafter</p>	<p>July 1, 2019 – June 30, 2020</p>
<p>Extensive PIAs or Appeals, Payment Quality Assessment, Selective Reviews, Audits</p>	<p>\$150.00</p>	<p>Per Hour</p>
<p>RFP Assistance</p>	<p>\$150.00</p>	<p>Per Hour</p>
<p>Other requests from USAC or school/district</p>	<p>\$150.00</p>	<p>Per Hour</p>

This contract is in effect from July 1, 2019 until June 30, 2020.

\_\_\_\_\_  
 Signature

Nancy von Langen-Scott

Chief Executive Officer  
 NvLS Professional Services, LLC

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Signature

\_\_\_\_\_  
 Name

\_\_\_\_\_  
 Title  
 Glendale Unified School District

\_\_\_\_\_  
 Date

## **Section II: Certifications (from the required E-Rate forms)**

I certify that the entities listed on the E-Rate application are eligible for support because they are schools under the statutory definition of elementary and/or secondary schools found in the No Child Left Behind Act of 2001, 20 U.S.C. 7801 (18) and (38), that do not operate as for-profit businesses and do not have endowments exceeding \$50 million.

I certify that the entity I represent or the entities listed on the 471 application have secured access, separately or through this program, to all of the resources, including computers, training, software, internal connections, maintenance and electrical capacity necessary to use the services purchased effectively. I recognize that some of the aforementioned resources are not eligible for support.

I certify that I have considered what financial resources should be available to cover these costs.

I certify that the entities I represent or the entities listed on the application have secured access to all of the resources to pay the discounted charges for eligible services from funds to which access has been secured in the current funding year.

I certify that the Billed Entity will pay the non-discounted portion of the cost of the goods and services to the service provider(s).

I certify that if applicable I will post my Form 470 and (if applicable) make any related RFP available for at least 28 days before considering all bids received and selecting a service provider.

I certify that all bids submitted will be carefully considered and the bid selected will be for the most cost-effective service or equipment offering, with price being the primary factor, and will be the most cost-effective means of meeting educational needs and technology goals.

I certify that I will retain required documents for a period of at least 10 years (or whatever retention period is required by the rules in effect at the time of your certification) after the last day of the applicable funding year or the service delivery deadline for the associated funding request. I acknowledge that I may be audited pursuant to participation in the schools and libraries program.

I certify that I will retain all documents necessary to demonstrate compliance with the statute and Commission rules regarding the application for, receipt of, and delivery of services receiving schools and libraries discounts, and that if audited, I will make such records available to USAC.

Regarding the Form 472 (Billed Entity Applicant Reimbursement Form-BEAR), the discount amounts listed represent charges for eligible services or equipment delivered to and used by eligible schools, libraries or consortia of those entities for educational purposes, on or after the service start date reported on the associated FCC Form 486.

The discount amounts listed on the BEAR form were already billed by the Service Provider and paid for by the Billed Entity Applicant on behalf of eligible schools, libraries, and consortia or those entities.

The discount amounts listed on the BEAR form are for eligible services and/or equipment approved by USAC pursuant to a Funding Commitment Decision Letter (FCDL)

I certify that the services the applicant purchases at discounts provided by 47 U.S.C. § 254 will be used primarily for educational purposes, see 47 C.F.R. § 54.500, and will not be sold, resold or transferred in consideration for money or any other thing of value, except as permitted by the Commission's rules at 47 C.F.R. § 54.513. Additionally, I certify that the entity or entities listed on this form have not received anything of value or a promise of anything of value, other than services and equipment sought by means of this form, from the service provider, or any representative or agent thereof or any consultant in connection with this request for services.

I certify that I have reviewed all applicable FCC, state, and local procurement/competitive bidding requirements and that I have complied with them.

I acknowledge that FCC rules provide that persons who have been convicted of criminal violations or held civilly liable for certain acts arising from their participation in the schools and libraries support mechanism are subject to suspension and debarment from the program. I will institute reasonable measures to be informed, and will notify USAC should I be informed or become aware that I or any of the entities listed on this application, or any person associated in any way with my entity and/or the entities listed on this application, is convicted of a criminal violation or held civilly liable for acts arising from their participation in the schools and libraries support mechanism.

I certify that the services listed on the FCC Form 486 have been, are planned to be, or are being provided to all or some of the eligible entities identified in the FCC Form 471 application(s) cited above. I certify that there are signed contracts covering all of the services listed on this FCC Form 486 except for those services provided under tariff or on a month-to-month basis. I certify that I am authorized to submit this receipt of service confirmation on behalf of the above-named Billed Entity; that I have examined this request; and that, to the best of my knowledge, information, and belief, all statements of fact contained herein are true.

I understand that the discount level used for shared services is conditional, for future years, upon ensuring that the most disadvantaged schools and libraries that are treated as sharing in the services receive an appropriate share of benefits from those services.

I certify that I am authorized to order telecommunications and other supported services for the eligible entity(ies) listed on the 471 application, that I have examined the request, that all of the information on this form is true and correct to the best of my knowledge, that the entities that are receiving discounts pursuant to this application have complied with the terms, conditions and purposed of the program, that no kickbacks were paid to anyone and that false statements on this form can be punished by fine or forfeiture under the Communications Act. 47 U.S.C. . §§ 502. 503(b), or fine or imprisonment under Title 18 of the United States Code. 18 U.S.C. § 1001 and civil violations of the False Claims Act.

I certify that if any of the Funding Requests on this Form 471 are for discounts for products or services that contain both eligible and ineligible components, that I have allocated the eligible and ineligible components as required by the Commission's rules at 47 C.F.R. § 54.504.

I certify that the non-discount portion of the costs for eligible services will not be paid by the service provider. The pre-discount costs of eligible services featured on the Form 471 are net of any rebates or discounts offered by the service provider. I acknowledge that, for the purpose of this rule, the provision, by the provider of a supported service, of free services or products unrelated to the supported service or product constitutes a rebate of some or all of the cost of the supported services.

I certify that, if required by Commission rules, the entity(ies) receiving discounted services under this FCC Form 486 are covered by technology plans that do or will cover all 12 months of the funding year, and that have been or will be approved by a state or other authorized body or an SLD-certified technology plan approver prior to the commencement of service or I certify that no technology plan is required by Commission rules.

I certify that I and the entity(ies) I represent have complied with all program rules including recordkeeping requirements and I acknowledge that failure to do so may result in denial of discount funding and/or cancellation of funding commitments. There are signed contracts or other legally binding agreements covering all of the services listed on Form 471 or 486 except for those services provided under non-contracted tariffed or month-to-month arrangements. I acknowledge that failure to comply with program rules could result in civil or criminal prosecution by the appropriate law enforcement authorities.

I certify that as of the date of the start of discounted services, the recipient(s) of service represented in the Funding Request Number(s) on the Form 486 has (have) complied with the requirements of the Children's Internet Protection Act, as codified at 47 U.S.C. § 254(h) and (l).

To the best of my knowledge, these certifications are true.

---

Signature

---

Name

---

Title

Glendale Unified School District

---

Date

**Section III.**



**GLENDALE UNIFIED SCHOOL DISTRICT**  
223 North Jackson St., Glendale, California 91206-4380  
Telephone: 818-241-3111, Ext. 577 • Fax: 818-552-4108

**Educational Technology  
& Information Services**

June 18, 2019

To Whom It May Concern:

Re: E-rate Letter of Agency

Glendale Unified School District authorizes Nancy von Langen-Scott of NvLS Professional Services, LLC and her staff to submit all FCC Erate forms and communications for the school/district for the time period of July 1, 2019 - June 30, 2020. NvLS Professional Services, LLC and her staff should have access to all telecommunications records for this current and past E-rate funding years.

Sincerely,

---

Stephen Dickinson  
Chief Business and Financial Officer  
Glendale Unified School District  
223 N. Jackson St.  
Glendale, CA 91206  
(818) 241-3111

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2019

CONSENT CALENDAR NO. 30

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

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

SUBJECT: **Approval for Renewal of Studio Spectrum Live Streaming Services or 2019-2020**

---

The Interim Superintendent recommends that the Board of Education approve the renewal of an agreement with Studio Spectrum for live streaming services for the 2019-2020 school year for the total amount of \$11,250.00.

For the 2018-2019 school year, GUSD changed its Board meeting live streaming services from Granicus to Studio Spectrum. This change provided several benefits, including cost savings, larger streamed image size at a higher resolution, on-demand video indexing, publishing and archiving services.

It is recommended to approve the proposal submitted by Studio Spectrum, which includes streaming services for 30 meetings during the 2019-2020 school year for the total amount of \$11,250.00. Additional meetings can be streamed at a rate of \$375 per meeting.





1056 North Lake St. \* Burbank, California 91502  
 (818) 843-1610 \* Fax (818) 843-1145  
 www.studiospectrum.com  
 CA Contractor's License #996920

## GUSD Web Streaming Services Proposal 2019-2020 School Year

<b>Client:</b>	<b>Glendale Unified School District</b>	<b>Proposal #:</b>	<b>1262</b>
	<b>Educational Technology &amp; Information Services</b>		
	223 North Jackson Street	<b>Date:</b>	6/5/2019
	Glendale, California 91206	<b>Consultant:</b>	John Buckowski
<b>Attn:</b>	Frank Schlueter		Heather King
<b>E-Mail</b>	<a href="mailto:FSchlueter@gusd.net">FSchlueter@gusd.net</a>	This quotation	
<b>Phone:</b>	(818) 241-3111 x1577	valid for 30 days	
<b>Fax:</b>			

ITM	QTY	Services Description	Per Meeting	Annual Estimate <small>(Based on scheduling 30 meetings per year)</small>
1	1	<b>LIVE VIDEO STREAMING and ON-DEMAND VIDEO INDEXING; PUBLISHING and ARCHIVING SERVICES</b>  <i>Includes the following scope of services:</i>	\$375.00	\$11,250.00
2		Above streaming package for the 2019-20 school year budgeted for (30) meetings: (20 BOE Meetings, 5 LCAP Meetings, +5 Additional Meetings)	included	
3		The streaming media will consist of live and recorded public meetings, public information, and programming accessible from the GUSD website. Studio Spectrum shall create and maintain portal web pages. All video shall be available as streaming h.264 format suitable for mobile devices.	included	
4		Service must include storage and distribution management, continuous systems management, and technical support available 24 hours per day, seven days per week.	included	
5		Video and data archives will be maintained in multiple locations; in a vendor owned media vaults for public access, in at least one other media vault for use in the event of failure. On-demand archives must include unlimited public meeting content, unlimited storage and unlimited amount of other content. The live video stream will be provided through a Vendor owned encoder. The encoder application software must be Vendor provided, installed, and maintained.	included	
6		The service must include an automatically generated podcasting service whereby archives are available in a format such as MPEG-4 suitable for mobile devices. Podcast downloads must be available via an automatically generated RSS feed.	included	
7		Public meeting archives must include the ability to incorporate meeting agendas and the ability for users to jump to indexed locations in the video recordings that correspond to any agenda item. The service must include the marking and date/time stamp of the video index points both during encoding and the video has been recorded. Public meeting video archives must be automatically available to the public within six hours of meeting adjournment.	included	
8		Video streaming must provide for viewing of closed caption text outside of the Media Player frame when closed caption text is included in the broadcast. Associated agendas and closed captioning must be searchable through the web portal.	included	
9		Web portals must be made to appear similar to GUSD web pages. GUSD will provide graphics from their web site to support this.	included	

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

CONSENT CALENDAR NO. 31

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

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

SUBJECT: **Approval of Special Education Master Contracts**

---

The Interim Superintendent recommends that the Board of Education approve contracts between Glendale Unified School District and state-certified non-public schools (NPS) and non-public agencies (NPA) that provide services to students in special education programs, as specified on each student's Individualized Education Plan (IEP).

Annually, the Foothill Special Education Local Planning Agency (SELPA) negotiates the terms of master contracts with providers that serve students in Los Angeles County. The following is a list of state-certified non-public agencies and non-public schools with which the Glendale Unified School District may contract for services for students in special education:

**Non-public Agencies**

Autism Behavior Intervention	Hayden Consultation Services
Autism Learning Partners	Haynes Family of Programs – S.T.A.R. Academy
Autism Spectrum Therapies	Holding Hands Pediatric Therapy
Behavior Frontiers	Lovaas Institute for Early Intervention
Behavioral Learning Center	Inclusive Education & Community Partnership
Building Block Resolutions	Maxim Healthcare Services
California Psychcare	Professional Child Development Assoc.
California Unified Services Providers	Professional Tutors of America
C.A.R.D.	REACH
C.A.R.E., Inc.	Robert Patterson
Center for Developing Kids	Rosemary Johnson and Associates
Center for Vision Dev. Optometry	Therapy in Action
CIBA, Inc./LeafWing	Verdugo Hills Autism Project
Comprehensive Therapy Associates	Vista Psychological Center
Douglas Speech Associates	
Early Childhood Intervention Center	

**Non-public Schools**

Almansor Center	New Haven School
Bridgeport	North Point School
Cinnamon Hills Youth Crisis Center	Oak Grove Center
Copper Hills Youth Center	Provo Canyon School
Deveareux – Cloe Wallace	STEM <sup>3</sup> Academy
Deveareux – League City	Summit View School
Echo Center	Sunrise School
Excelsior Youth Center	The Help Group/North Hills Prep
Genesee Lake School	Tobinworld
Heritage Schools, Inc.	Valley High School & Learning Center, Inc. dba Dubnoff School
Hillside School and Learning Center	Villa Esperanza
Hillsides Education Center	Village Glen School
Leeway School	Westmorland Academy
Logan River Academy	
Marianne Frostig Center	

The provision of special education services implemented by non-public agencies and schools are funded by state special education appropriations.

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

CONSENT CALENDAR NO. 32

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

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

SUBJECT: **Approval of Medi-Cal Billing Program Vendor Agreement – Addendum**

---

The Interim Superintendent recommends that the Board of Education approve the attached addendum to the existing agreement with Paradigm Healthcare Services, LLC for the processing of Medi-Cal billing program claims.

This addendum will allow Paradigm Healthcare Services, LLC to process Glendale Unified School District Medi-Cal billing program claims at the new increased rates commensurate with the Department of Health Care Services (DHCS) reimbursement rates increase. This change will not be in effect until the 2019-2020 school year. The District's actual cap on Paradigm's fees did not change.

The current agreement for services with Paradigm Healthcare Services, LLC began July 1, 2017 and continues for three years until June 30, 2020.

May 21, 2019  
RE: LEA Billing Fee Schedule, "Appendix A"

VIA EMAIL

Jennifer Dall  
Glendale Unified School District  
223 N. Jackson Street  
Glendale, CA 91206

Greetings Jennifer:

You may recall that DHCS recently announced that the reimbursement rates for LEA Billing services are going to increase soon. Paradigm will be increasing its flat fee per approved claim commensurate with the DHCS rate increases. But don't be alarmed—the cap on our fees remains intact. Even with the increases in flat fees your costs for our services continue to be limited by the fee caps in our Agreement, which are:

- 12% of gross amounts approved by DHCS up to \$500,000
- 10% of gross amounts approved by DHCS from \$500,001 to \$1,000,000
- 7% of gross amounts approved by DHCS above \$1,000,000

This new flat fee schedule will not be applied until the DHCS rate increases are actually realized. We anticipate that this will not be until the 2019/20 school year. Attached is your updated "Appendix A" which should be attached to your copy of our Agreement.

Please sign below to confirm you received this notice and agree with the change, and return a scanned copy to Paradigm at [support@paradigm-healthcare.com](mailto:support@paradigm-healthcare.com).

If you have any questions at all, feel free to contact your account manager. I am also available to discuss any questions you may have.

Sincerely,



Brooke Denton  
COO & Director of Business Development  
Tel (415) 616-0920  
bdenton@paradigm-healthcare.com

Acknowledged & Agreed:

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

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

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

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

On behalf of Glendale Unified School District



Appendix A - Fees for LEA Billing Services

	\$s to Client @ 50% FMAP	Paradigm's Fees		
		Rate 1	Rate 2	Rate 3
<b>Non-Special Education Assessments</b>				
Developmental Assessment for Occupational Therapy	\$10.94	\$1.31	\$1.09	\$0.77
Developmental Assessment for Physical Therapy	\$11.80	\$1.42	\$1.18	\$0.83
Developmental Assessment for Speech Therapy	\$10.73	\$1.29	\$1.07	\$0.75
Nursing Health & Nutrition Assessment	\$10.33	\$1.24	\$1.03	\$0.72
Health Education & Anticipatory Guidance for Credentialed School Nurse/Physic	\$10.33	\$1.24	\$1.03	\$0.72
Health Education & Anticipatory Guidance for Mental Health	\$10.74	\$1.29	\$1.07	\$0.75
Hearing Assessment (Screening, Pure Tone, Air Only) - Under 18 Yrs	\$8.06	\$0.97	\$0.81	\$0.56
Hearing Assessment (Screening, Pure Tone, Air Only) - Over 18 Yrs	\$7.39	\$0.89	\$0.74	\$0.52
Hearing Assessment (Pure Tone Audiometry, Air Only) - Under 18 Yrs	\$12.09	\$1.45	\$1.21	\$0.85
Hearing Assessment (Pure Tone Audiometry, Air Only) - Over 18 Yrs	\$11.08	\$1.33	\$1.11	\$0.78
Psychosocial Status Assessment	\$10.74	\$1.29	\$1.07	\$0.75
Vision Screening	\$3.45	\$0.41	\$0.34	\$0.24
<b>Special Education Assessments</b>				
Initial/Triennial Audiological Assessment	\$95.45	\$11.45	\$9.54	\$6.68
Annual/Amended Audiological Assessment	\$71.59	\$8.59	\$7.16	\$5.01
Initial/Triennial Nursing Health Assessment	\$72.32	\$8.68	\$7.23	\$5.06
Annual/Amended Nursing Health Assessment	\$41.32	\$4.96	\$4.13	\$2.89
Physician's Health & Nutrition Assessment (I, T, A, AM) - 15 Min. Increments	\$10.33	\$1.24	\$1.03	\$0.72
Initial/Triennial Occupational Therapy Assessment	\$126.03	\$15.12	\$12.60	\$8.82
Annual/Amended Occupational Therapy Assessment	\$87.52	\$10.50	\$8.75	\$6.13
Initial/Triennial Physical Therapy Assessment	\$135.86	\$16.30	\$13.59	\$9.51
Annual/Amended Physical Therapy Assessment	\$94.35	\$11.32	\$9.43	\$6.60
Initial/Triennial Psychological Status Assessment	\$257.64	\$30.92	\$25.76	\$18.03
Annual/Amended Psychological Status Assessment	\$85.88	\$10.31	\$8.59	\$6.01
Psychosocial Status Assessment (I, T, A, AM) - 15 Min. Increments	\$9.42	\$1.13	\$0.94	\$0.66
Initial/Triennial Eval of Speech Fluency	\$33.03	\$3.96	\$3.30	\$2.31
Annual/Amended Eval of Speech Fluency	\$18.02	\$2.16	\$1.80	\$1.26
Initial/Triennial Eval of Sound Production	\$28.32	\$3.40	\$2.83	\$1.98
Annual/Amended Eval of Sound Production	\$15.45	\$1.85	\$1.54	\$1.08
Initial/Triennial Eval of Sound Production plus Language Comprehension/Expres	\$56.63	\$6.80	\$5.66	\$3.96
Annual/Amended of Sound Production plus Language Comprehension/Express	\$30.89	\$3.71	\$3.09	\$2.16
Initial/Triennial Analysis of Voice and Resonance	\$28.32	\$3.40	\$2.83	\$1.98
Annual/Amended Analysis of Voice and Resonance	\$15.45	\$1.85	\$1.54	\$1.08
<b>Treatment Services</b>				
Initial Audiology Treatment (15-45 Min.)	\$43.75	\$5.25	\$4.37	\$3.06
Audiology Treatment - Additional 15 Min. Increments	\$11.93	\$1.43	\$1.19	\$0.84
Health Aide Treatment - 15 Min. Increments	\$4.40	\$0.53	\$0.44	\$0.31
Hearing Aid Check	\$27.84	\$3.34	\$2.78	\$1.95
School Nursing Treatment - 15 Min. Increments	\$10.33	\$1.24	\$1.03	\$0.72
LVN Treatments - 15 Min. Increments	\$5.22	\$0.63	\$0.52	\$0.37
Initial Occupational Therapy (15-45 Mins.)	\$41.57	\$4.99	\$4.16	\$2.91
Occupational Therapy - Additional 15 Min. Increments	\$10.94	\$1.31	\$1.09	\$0.77
Initial Physical Therapy (15-45 Min.)	\$37.74	\$4.53	\$3.77	\$2.64
Physical Therapy - Additional 15 Min. Increments	\$11.80	\$1.42	\$1.18	\$0.83
Initial Psychology/Counseling, Individual (15-45 Min.)	\$39.53	\$4.74	\$3.95	\$2.77
Psychology/Counseling, Individual - Additional 15 Min. Increments	\$10.74	\$1.29	\$1.07	\$0.75
Initial Psychology/Counseling, Group (15-45 Min.)	\$8.71	\$1.04	\$0.87	\$0.61
Psychology/Counseling, Group - Additional 15 Min. Increments	\$1.79	\$0.21	\$0.18	\$0.12
Initial Speech Therapy, Individual (15-45 Min.)	\$35.75	\$4.29	\$3.58	\$2.50
Speech Therapy, Individual - Additional 15 Min. Increments	\$10.73	\$1.29	\$1.07	\$0.75
Initial Speech Therapy, Group (15-45 Min.)	\$13.11	\$1.57	\$1.31	\$0.92
Speech Therapy, Group - Additional 15 Min. Increments	\$3.57	\$0.43	\$0.36	\$0.25
Targeted Case Management (TCM) - High	\$8.21	\$0.99	\$0.82	\$0.57
Targeted Case Management (TCM) - Med	\$7.20	\$0.86	\$0.72	\$0.50
Targeted Case Management (TCM) - Low	\$6.19	\$0.74	\$0.62	\$0.43
Transportation - One-Way Trip	\$9.27	\$1.11	\$0.93	\$0.65
Transportation Mileage - Per Mile	\$0.65	\$0.08	\$0.07	\$0.05

The reduced Paradigm fee schedule will apply prospectively to services approved for payment by DHCS after (and in the same Fiscal Year) a threshold is reached. The thresholds triggering a decrease in Paradigm fees are to the right.	<b>Rate 1</b> Up to \$500,000	<b>Rate 2</b> \$500,001 to \$1M	<b>Rate 3</b> Above \$1M
---	-------------------------------------	---------------------------------------	--------------------------------

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

CONSENT CALENDAR NO. 33

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 the attached list of obsolete textbooks located at various school sites as obsolete and surplus, and authorize disposal in the most cost efficient and environmentally responsible manner. This agenda item is in support of Board Priority No. 4 – Maintain District Solvency & Financial Responsibility.

Surplus Textbook Request for all K-5 Houghton Mifflin Harcourt California Excursions and Tesoros (Spanish) Language Arts Curriculum. These series are being replaced by the new Benchmark Advance and Benchmark Adalante (Spanish) Curriculum.

Textbook Title	Quantity
Houghton Mifflin Time-Saver Lesson Resources	532
Phonics Practice Book K	403
Practice Book K	898
Houghton Mifflin Textbook 1.1	2301
Houghton Mifflin Textbook 1.2	2265
Houghton Mifflin Textbook 1.3	2305
Houghton Mifflin Textbook 1.4	2170
Houghton Mifflin Textbook 1.5	2183
Practice Book 1 <sup>st</sup>	520
Houghton Mifflin Textbook 2.1	2227
Houghton Mifflin Textbook 2.2	2139
Practice Book 2 <sup>nd</sup>	940
Houghton Mifflin Textbook 3.1	2024
Houghton Mifflin Textbook 3.2	2117
Practice Book 3 <sup>rd</sup>	1543
Houghton Mifflin Textbook 4 <sup>th</sup>	2145
Practice Book 4 <sup>th</sup>	917
Houghton Mifflin Textbook 5 <sup>th</sup>	2043
Practice book 5 <sup>th</sup>	1149
McDougal-Littell Textbook 6 <sup>th</sup>	1414
Practice book 6 <sup>th</sup>	236



<b>Textbook Title</b>	<b>Quantity</b>
Teseros SLA Student Activity Book Package	13
Teseros SLA Cuaderno de practica	101
Teseros SLA Libro 1	188
Teseros SLA Libro 2	168
Teseros SLA Libro 3	164
Teseros SLA Libro 4	172
Teseros SLA Libro 5	171
Teseros SLA Libro 6	173
Teseros SLA Cuaderno de practica	31
Teseros SLA Libro 1	178
Teseros SLA Libro 2	178
Teseros SLA Cuaderno de practica	28
Teseros SLA Libro 1	133
Teseros SLA Libro 2	146
Teseros SLA Cuaderno de practica	1
Teseros SLA Libro del estudiantes	165
Teseros SLA Cuaderno de practica	36
Teseros SLA Libro del estudiantes	137
Teseros SLA Cuaderno de practica	244
Teseros SLA Libro del estudiantes	127
Teseros SLA Cuaderno de practica- Vocabulary	93

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

CONSENT CALENDAR NO. 34

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

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

SUBJECT: **Memorandum of Understanding with Hathaway-Sycamores for Providing Educational Support Services**

---

The Interim Superintendent recommends that the Board of Education approve the attached Memorandum of Understanding between Glendale Unified School District and Hathaway-Sycamores Child and Family Services agency for the delivery of Educational Support Services for the 2019-2020 school year.

Educational Support Services (ESS) is \$4,300 per student (per month) for the 2019-2020 school year and this Memorandum of Understanding defines the roles and responsibilities of each party. Special Education Mental Health resources will be used to pay for these services.

**MEMORANDUM OF UNDERSTANDING**  
**Between Glendale Unified School District and**  
**Hathaway-Sycamores Child and Family Services**  
**For Providing Educational Support Services to their Students**

---

This Memorandum of Understanding (the “MOU”) is entered into this 1st day of July, 2019 by and between the Glendale Unified School District (GUSD) and the Hathaway-Sycamores Child and Family Services (“Hathaway-Sycamores”) for the delivery of Educational Support Services (ESS).

RECITALS

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

WHEREAS, Hathaway-Sycamores is an educationally related mental health services provider located in Los Angeles, California; and

WHEREAS, GUSD and Hathaway-Sycamores desire to create a partnership where the GUSD refers students who qualify for ESS to Hathaway-Sycamores and Hathaway-Sycamores will provide ESS to these referred students and families;

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

- A. Hathaway-Sycamores agrees to provide ESS services to referred students.
- B. Eligible Students: For the purpose of the MOU, an eligible student is one who meets the California eligibility criteria as a student with special needs under 5 CCR 3030 and for whom the Individual Education Program (IEP) team has determined requires a specialized service to meet his/her social/emotional needs.
- C. Services Provided by Hathaway-Sycamores for ESS.
  1. Educational Support Services Specialists trained and experienced in behavior intervention strategies will be provided.
  2. Educational Support Services Specialist staff that will provide Educational Support Services in accordance with the student’s IEP goals and objectives.
  3. Behavior data will be collected and analyzed by the Educational Support Services Specialists and shared with the GUSD Designee and other District staff as required.
  4. Staff will implement only Non-Violent Crisis Intervention (NCI) techniques, or other district approved technique, and use those techniques to de-escalate students. Training for Hathaway-Sycamores staff will be provided by School District, if required.

**MEMORANDUM OF UNDERSTANDING**  
**Between Glendale Unified School District and**  
**Hathaway-Sycamores Child and Family Services**  
**For Providing Educational Support Services to their Students**

---

5. Case-coordination meetings will be held on a regular scheduled basis between the Hathaway-Sycamores' staff and Glendale Unified School District (GUSD) staff.
  6. Provide support and collaborate with district education staff and administrators.
  7. Staff, including the Educational Support Specialist staff assigned to the ESS case, will be responsible for drafting proposed goals and objectives for the students enrolled in the ESS for review and consideration at the student's annual IEP meetings.
  8. Staff will deal with emergency behaviors exhibited by students enrolled in the ESS in accordance with the California law, and the policies and procedures of the GUSD.
  9. Ongoing communication will exist between the GUSD Director/Specialist, GUSD School Psychologist, other identified members of the school district and designees of Hathaway-Sycamores.
  10. Collaborative meetings on as needed basis will be attended by the Educational Support Services staff and GUSD and/or School District designees.
- D. Responsibility of Glendale Unified School District (GUSD)
1. Collaborate with the Hathaway-Sycamores' staff to refer eligible students to ESS.
  2. Glendale Unified School District (GUSD) will provide opportunities for training in Non-Violent Crisis Intervention techniques, or other identified technique, by certified trainers, to be used in behavioral emergencies, as the district requires.
- E. SERVICE PROVIDERS AND ASSIGNMENT
- Hathaway-Sycamores assures the GUSD that criminal background, including fingerprint checks, have been conducted and completed on any person assigned to provide services to any student enrolled in ESS under this Agreement in accordance with applicable state and federal law before any person is allowed to have contact with, or assigned to work with, any student enrolled in ESS under this Agreement. Hathaway-Sycamores will submit a photocopy of the criminal background or fingerprint check reports for each such provider or person to the GUSD prior to allowing him or her to have contact with or assigning him or her to work with any student enrolled in ESS as the GUSD requires. Staff must submit verification of tuberculosis (TB) test.

Any decision concerning the hiring and firing of staff assigned to ESS will be a collaborative decision made by the GUSD and Hathaway-Sycamores, with Hathaway-Sycamores

**MEMORANDUM OF UNDERSTANDING**  
**Between Glendale Unified School District and**  
**Hathaway-Sycamores Child and Family Services**  
**For Providing Educational Support Services to their Students**

---

retaining final authority. Staff assigned to the ESS program will be supervised and evaluated by Hathaway-Sycamores.

**F. INDEPENDENT CONTRACTORS STATUS**

This Agreement is by and between two independent parties and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association.

**G. FUNDING**

The term “district of residence” as used in this Agreement means the school district in which an eligible student lives for purposes of school attendance.

The Glendale Unified School District (GUSD) agrees to pay the sum of \$ 4,300 per month per case to Hathaway-Sycamores for the staff and services provided.

Glendale Unified School District (GUSD) will pay invoices within forty-five (45) business days of its receipt from Hathaway-Sycamores.

**H. INDEMNIFICATION:**

- I. Hathaway-Sycamores shall indemnify, defend and hold harmless the GUSD, and the GUSD’s officers, agents, contractors, employees, and the GUSD member schools, and their officers, agents, contractors and employees, from any and all liability, loss, expense (including reasonable attorneys’ fees and other defense costs), or claims imposed for damages of any nature whatsoever, including, but not limited to , bodily injury, death, personal injury, or property damage occurring by reason of any acts or omissions on the part of Hathaway-Sycamores’ own officers, agents, contractors, or employees under or in connection with any obligation delegated to the Hathaway-Sycamores under this Agreement. Hathaway-Sycamores shall provide GUSD with an original Certificate(s) of Insurance evidencing insurance coverage for General Liability, Professional Liability, and Worker’s Compensation. Evidence of insurance covering vehicles will also be required if Hathaway-Sycamores services include use of vehicle(s) on GUSD site(s) or providing transportation to GUSD students. Hathaway-Sycamores general liability and professional liability and vehicle coverage shall, at a minimum, provide for limits of \$1,000,000/\$3,000,000 per claim/occurrence. GUSD shall be named as an additional insured by endorsement, and maintain the coverage in effect at all times during the life of the MOU.

- J. For the purpose of the Agreement, “days” refer to school calendar days unless otherwise specified.

**MEMORANDUM OF UNDERSTANDING**  
**Between Glendale Unified School District and**  
**Hathaway-Sycamores Child and Family Services**  
**For Providing Educational Support Services to their Students**

---

- K. Hathaway-Sycamores assures the GUSD that the staff, including volunteers and any other person assigned by Hathaway-Sycamores to work with students enrolled in ESS under this Agreement, are familiar with child abuse reporting obligations and procedures as specified in the California Penal Code.
  
- L. Hathaway-Sycamores assures the GUSD that it does not discriminate on the basis of race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics in employment or operation of the program.
  
- M. Hathaway-Sycamores and SELPA recognize that records maintained by them respectively related to pupils are confidential pursuant to related provision of federal and state law, including California Education Code Section 49062 et seq.
  
- N. Duration of this Agreement:  
The MOU is effective and shall remain in full force and effect from July 1, 2019 through June 30, 2020.

IT WITNESS WHEREOF, the parties have executed and entered into this MOU as of the date set next to the signature of the GUSD ("Effective Date")

**GLENDAL EUNIFIED SCHOOL DISTRICT:**

Dated: \_\_\_\_\_

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

Dr. Kelly King,  
Interim Superintendent,  
Glendale Unified School District

**HATHAWAY-SYCAMORES CHILD AND FAMILY SERVICES:**

Dated: \_\_\_\_\_

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

GLENDALE UNIFIED SCHOOL DISTRICT

June 18, 2019

CONSENT CALENDAR NO. 35

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. Various parents wish to donate to the District \$65.00 to be used to purchase instructional materials and supplies for use at College View School.
- b. The Japan Foundation of Los Angeles wishes to donate to the District \$320.34 to be used to provide bus transportation for field trips for students at Dunsmore Elementary School.
- c. Dunsmore Associated Student Body wish to donate to the District \$4,400.00 to be used to support field trips for students at Dunsmore Elementary School.
- d. Parents and Community for Fremont School wish to donate to the District \$551.67 to be used to purchase instructional materials and supplies for classroom use at Fremont Elementary School.
- e. Glendale High School PTSA Unit 6719 wish to donate to the District \$500.00 to be used to support the staff at Glendale High School.
- f. Parker Anderson Learning Center – LA wishes to donate to the District \$365.00 to be used to purchase instructional materials and supplies for use at Glenoaks Elementary School.
- g. French American Cultural Exchange (FACE) wish to donate to the District through the Educational Services Department \$4,000.00 to be used to support the FLAG French Program at Franklin Elementary School.
- h. Charles Ross Adams wishes to donate to the District through the Human Resources Department \$1,500.00 to be used for the cash award for the Rita Adams Award for five years.
- i. Make Keppel Special wish to donate to the District \$700.00 to be used to provide a resident artist at Keppel Elementary School.

- j. The Duggan Family wishes to donate to the District \$25.00 to be used toward the purchase of Chromebooks for use at Lincoln Elementary School.
- k. The Esquivel Family wishes to donate to the District \$25.00 to be used toward the purchase of Chromebooks for use at Lincoln Elementary school.
- l. Monte Vista Elementary PTA wish to donate to the District \$270.00 to be used to purchase instructional materials and supplies for use at Monte Vista Elementary School.
- m. Monte Vista Elementary PTA wish to donate to the District \$19,878.02 to be used toward the purchase of Chromebooks for use at Monte Vista Elementary School.
- n. Monte Vista Elementary PTA wish to donate to the District \$20.85 to be used to purchase instructional materials and supplies for use at Monte Vista Elementary School.
- o. Monte Vista Elementary PTA wish to donate to the District \$1,003.39 to be used to purchase instructional material and supplies for use at Monte Vista Elementary School.
- p. Tamar Hill wishes to donate to the District \$112.00 to be used to purchase instructional materials and supplies for use at Monte Vista Elementary School.
- q. Sky High Enrichment Inc. wishes to donate to the District \$120.00 to be used to purchase instructional materials and supplies for use at Monte Vista Elementary School.
- r. Parker-Anderson Learning Center – LA wishes to donate to the District \$155.00 to be used to purchase instructional materials and supplies for use at Monte Vista Elementary School.
- s. American Heart Association wishes to donate to the District \$200.00 to be used to purchase instructional materials and supplies for use at Monte Vista Elementary School.
- t. Karin L. Hayes wishes to donate to the District \$200.00 to be used to purchase instructional materials and supplies for use at Monte Vista Elementary School.
- u. Mountain Avenue PTA wish to donate to the District \$1,000.00 to be used toward the purchase of Chromebooks and headphones for use at Mountain Avenue Elementary School.



- v. M.A.C.K. wishes to donate to the District \$3,000.00 to be used toward the purchase LCDs for use at Mountain Avenue Elementary School.
- w. M.A.C.K. wishes to donate to the District \$4,276.00 to be used toward the purchase of LCDs for use at Mountain Avenue Elementary School.
- x. M.A.C.K. wishes to donate to the District \$1,680.00 to be used for Quaver Music at Mountain Avenue Elementary School.
- y. M.A.C.K. wishes to donate to the District \$450.00 to be used to pay ImageWorks laminator service contract at Mountain Avenue Elementary School.
- z. M.A.C.K. wishes to donate to the District \$1,700.00 to be used to purchase wireless card and patch cables for the copiers at Mountain Avenue Elementary School.
- aa. M.A.C.K. wishes to donate to the District \$50.00 to be used to pay custodial overtime for DJ Dance Party for Jog-a-thon at Mountain Avenue Elementary School.
- bb. M.A.C.K. wishes to donate to the District \$4,200.00 to be used to pay IXL Learning renewal license for use at Mountain Avenue Elementary School.
- cc. M.A.C.K. wishes to donate to the District \$4,681.00 to be used for Accelerated Reader renewal for use at Mountain Avenue Elementary.
- dd. M.A.C.K. wishes to donate to the District \$478.00 to be used for World Book Online for use at Mountain Avenue Elementary School.
- ee. Bradley A. Jorban wishes to donate to the District books for the library at Mountain Avenue Elementary School.
- ff. Armenian Parents Club wish to donate to the District \$1,500.00 to be used toward the purchase of Chromebooks at Rosemont Middle School.
- gg. Dignity Health wishes to donate to the District \$100.00 to be used as needed at Toll Middle School.
- hh. Valley View Foundation wishes to donate to the District \$10,800.00 to be used to support the 2019-2020 Surface Fitness program at Valley View Elementary School.