

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

BOARD OF EDUCATION
AGENDA

October 22, 2019
Meeting No. 8
Regular Meeting

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

**BOARD OF EDUCATION MEETING NO. 8
Administration Center**

October 22, 2019

“Preparing our students for their future.”

*“Excelling Together with Endless
Pathways for Success!”*

Please Note Times	
4:30 P.M. -	Opening, Acknowledgements and Recognitions, Public Communications, Superintendent’s Updates,
	Closed Session
7:00 P.M. -	Regular Meeting, Public Communications, Student Board Member Report, Superintendent’s Update, Information, Action, Consent Calendar, Reports

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

AGENDA

ITEM

PAGE

A. OPENING – 4:30 P.M.

- 1. Call to Order and Roll Call**
- 2. Pledge of Allegiance led by, Amelia Knur an 8th grade student from Wilson Middle School**
- 3. Certification of Compliance**

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

- 4. Approval of Agenda Order**

B. ACKNOWLEDGEMENTS AND RECOGNITIONS

a. *GUSD Attendance Poster Contest* – The Board would like to recognize the top ten students from the GUSD Attendance Poster Contest.

b. *PBIS Gold Award* – The Board would like to recognize John Marshall Elementary School for receiving the PBIS Gold Award from the California PBIS Coalition.

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 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. SUPERINTENDENT'S UPDATES

- a. Legislative Updates
- b. Foreign Language Academies of Glendale (FLAG) Updates

E. CLOSED SESSION

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

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

I. SUPERINTENDENT'S UPDATE

- a. Student Facilitated Board Meeting

J. INFORMATION

- 1. 2020-21 Budget Planning Update** **8**

Administration will provide a brief update on the District's fiscal stabilization plan, specifically plans for a \$5 million budget reduction for the 2020-21 fiscal year.
- 2. Bond/Parcel Tax Exploration** **10**

At the September 10, 2019 Measure S Study Session, the Board reviewed GUSD's facility needs in excess of nearly \$700 million. The Board discussed the possibility of a future bond, as well as the competing need for operational funds through a parcel tax. Administration will review detailed information on both types of taxes.
- 3. Local Control Accountability Plan (LCAP) Update: Dashboard Local Indicators** **26**

This report is to provide an update on the 2018-2019 Local Control Accountability Plan (LCAP), Glendale Unified School District's (GUSD) "Roadmap to Success," focusing on local accountability indicators on the California School Dashboard.
- 4. Proposed New Course of Study Outlines for Use in High Schools in the Area of Career Technical Education** **31**

The Proposed course of study outlines (Honors GIS and Remote Sensing; Honors Software Development Internship; Robotics Team Project 1-2; and Honors Robotics Team Project 3-4) are submitted for review and discussion by the Board of Education. The course outlines have been reviewed for content and evaluated by the members of the Career Technical Education Curriculum Study Committee. The Secondary Education Council has reviewed the information and made a recommendation of approval of the course outlines to the Board of Education.

J. INFORMATION - continued

5. Proposed Basic Textbooks for Use in Middle and High Schools in the Area of Career Technical Education 74

The proposed basic textbooks (Guide to Good Food: Nutrition and Good Preparation and On Cooking: A Textbook of Culinary Fundamentals) are submitted for review and discussion by the Board of Education. The books have been reviewed for content and evaluated by members of the Career Technical Education Curriculum Study Committee. In accordance with Glendale Unified School District Board Policy 6161.1, the textbooks were available for review by parents and/or members of the community prior to being presented to the Board of Education for their consideration. The Secondary Education Council has reviewed the information and made a recommendation of approval of the textbooks to the Board of Education.

6. Proposed New and Revised Board Policies Relating to Community Relations, Personnel, and Instruction 76

This report will provide the Board of Education with information on the need to create new and revise existing Board Policies BP 1112 (Media Relations); BP 4119.22/4219.22/4319.22 (Dress and Grooming); BP 6142.7 (Physical Education and Activity); BP 6145.6 (International Exchange); BP 6151 (Class Size); and BP 6161.1 (Selection and Evaluation of Instructional Materials) as recommended by the California School Boards Association (CSBA) and to comply with Education Code and federal and state laws.

7. Acknowledgements of Service 95

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.

8. Update on Measure S and Facility Programs 96

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.

K. ACTION

1. Approval of Budget Adjustment for the Cloud Preschool Portables Project 98

The Superintendent recommends that the Board of Education approve a budget adjustment for the Cloud Preschool Portables Project in the amount of \$500,000. This project is funded by Developer Fee Funds.

2. Approval of Budget Adjustment for the Monte Vista Elementary School Modular Restroom Building Installation Project 99

The Superintendent recommends that the Board of Education approve a budget adjustment for the Monte Vista Elementary School Modular Restroom Building Project in the amount of \$145,000. This project is funded by Developer Fee funds.

3. Approval of Contract with College Board 100

The Superintendent recommends that the Board of Education approve a contract between the College Board and Glendale Unified School District in the amount of \$51,984 (actual total to be based on enrollment) for the Preliminary SAT/National Merit Scholarship Qualifying Test Early Participation Program in the 2019-2020 school year.

4. Award of Bid No. 194-19/20 for CVWD Fire Water Utility Project at Cloud Preschool 112

The Superintendent recommends that the Board of Education award Bid No. 194-19/20 for CVWD Fire Water Utility Project at Cloud Preschool to Colich & Sons L.P. in the amount of \$245,561.

L. CONSENT CALENDAR

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

1. Minutes 113

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

a. Regular Meeting No. 7, October 7, 2019

2. Certificated Personnel Report No. 7 124

The certificated report recommends approval of the following:

A maternity leave of absence, an extension of parental leave of absence, health leaves of absence, an extension of health leave of absence, family & medical leaves of absence, an intermittent family & medical leave of absence, an extension of family & medical leave of absence, additional assignments, a voluntary increase in assignment, a voluntary decrease in assignment, elections, elections hourly/daily, additional compensation, transportation authorizations, revision to previous personnel reports and a conference/workshop/meeting authorization.

3. Classified Personnel Report No. 6 142

The classified report recommends approval of the following:

Medical leave of absence; extension of medical leave of absence; extension of family & medical leave of absence; maternity leave of absence; parental leave of absence; reclassification; decrease; election from eligibility list; additional assignment temporary - at established rate of pay; change of assignments; revisions to previous board reports; election of classified hourly substitutes; election of classified/non classified hourly substitutes; personal services agreements; and transportation authorizations.

4. Warrants 156

The Superintendent recommends that the Board of Education approve Warrants totaling \$10,208,701.47 for September 1, 2019 through October 11, 2019.

5. Purchase Orders 162

The Superintendent recommends that the Board of Education approve Purchase Orders totaling \$3,387,160.95 for the period of September 23, 2019 through October 4, 2019.

6. Appropriation Transfer and Budget Revision Report 187

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. Approval of Agreement with the California Department of Education, After School Policy and Evaluation Office, for Contract Award No. 19-23939-64568-EZ to be used for the After School Education and Safety Program (ASES) in Glendale Unified School District for the 2019-2020 School Year. 200

The Superintendent recommends that the Board of Education enter into a local agreement with the California Department of Education, After School Policy and Evaluation Office, for Contract Award No. 19-23939-64568-EZ in the amount of \$1,184,549.38 to be used for the After School Education and Safety (ASES) Programs in nine elementary and three middle schools in the 2019-2020 school year.

L. CONSENT CALENDAR - continued

8. Approval of New and Revised Board Policies Relating to Personnel, Students, and Instruction 202

The Superintendent recommends that the Board of Education approve new, revised or retired Board Policies BP 4030 (Non-Discrimination – Tolerance/Appreciation of Differences); BP 4119.24/4219.24/4319.24 (Maintaining Appropriate Adult-Student Interactions); BP 4218 (Suspension/Demotion/Dismissal/Disciplinary Action); BP 4218.1 (Dismissal/Suspension/Disciplinary Action (Merit System); BP 5123 (Promotion/Acceleration/Retention); and BP 6179 (Supplemental Instruction) as recommended by the California School Boards Association (CSBA) and to comply with Education Code and federal and state laws.

9. Career and Technical Education Advisory Committee Members for 2019-2020 School Year 222

The Superintendent recommends that the Board of Education approve the listed Career and Technical Education (CTE) Advisory Committee members for the 2019-2020 school year.

10. Acceptance of Gifts 227

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

M. REPORTS AND CORRESPONDENCE

1. Board

2. Superintendent

N. ADJOURNMENT

GLENDALE UNIFIED SCHOOL DISTRICT

October 22, 2019

INFORMATION REPORT NO. 1

TO: Board of Education
FROM: Dr. Vivian Ekchian, Superintendent
SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer
SUBJECT: **2020-21 Budget Planning Update**

Administration will provide a brief update on the District's fiscal stabilization plan, specifically plans for a \$5 million budget reduction for the 2020-21 fiscal year.

This \$5 million plan must be sufficiently detailed and included with the First Interim Report in December 2019 in order for the District to maintain a "Positive Certification" with the Los Angeles County Office of Education.

Another update will be provided at the November 19, 2019 Board meeting.

In support of Board Priority #4 – Maintain District Solvency & Financial Responsibility – Manage district financial resources and facilities to support optimal learning, healthy working conditions, and strong enrollment to ensure long-term stability.



GLENDALE UNIFIED SCHOOL DISTRICT DRAFT 2020-21 Fiscal Stabilization Plan - \$5,000,000 Needed

Dept	Program	Est. Savings
LCFF Funding	2020-21 LCFF above current COLA projection of 3% (Jan/May 2020 Gov proposals); 1% = \$2.4m	\$ 0
T&L/Funding	Restructure funding source for professional development to LPS Block Grant (Yr2 of 2)	\$ 500,000
LCFF Funding	ADA% increase of 0.25% (could begin in 2019-20) – need specific plans and actions; 1% = \$2.4m	\$ 600,000
DO Cert Mgmt	Eliminate (1) Exec. Dir. Of Secondary Ed position – vacant	\$ 200,000
DO Non-personnel	3% reduction in all DO department budgets – supplies, consulting services, conferences (Yr2)	\$ 750,000
DO Benefits budget	Reduce annual increase in projected H&W rates from +8% (May 2020); 1% = \$300,000	\$ 0
Elem	Adjust Teaching positions due to declining enrollment from 2019-20	\$ 800,000
Middle	Adjust Teaching positions due to declining enrollment from 2019-20	\$ 200,000
HS	Adjust Teaching positions due to declining enrollment from 2019-20	\$ 100,000
Classified	Adjust Classified staffing – due to ratios and declining enrollment from 2019-20	\$ 60,000
Classified	Adjust Classified staffing – review of all vacancies for possible non-replacement	\$ 200,000
Cert Mgmt	Adjust Assistant Principal position due to declining enrollment from 2019-20	\$ 150,000
Classified	One-time savings of prior year unfilled positions within Special Education	\$ 1,500,000
		\$ 0
		\$ 0
		\$ 0
	Total Needed = \$5,000,000	Current Total = \$ 5,060,000

GLENDALE UNIFIED SCHOOL DISTRICT

October 22, 2019

INFORMATION REPORT NO. 2

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

SUBJECT: **Bond/Parcel Tax Exploration**

At the September 10, 2019 Measure S Study Session, the Board reviewed GUSD's facility needs in excess of nearly \$700 million. The Board discussed the possibility of a future bond, as well as the competing need for operational funds through a parcel tax. Administration will review detailed information on both types of taxes.

Attached is an informational analysis of various bond and parcel tax scenarios.

Highlights of the bond information include:

- Pg. 4 – The assessed value (AV) of GUSD is currently \$37.97 billion.
- Pg. 5 – GUSD has nearly the lowest bond tax rate among all LA County unified school districts.
- Pg. 9 – As an example, a \$300 million bond would cost taxpayers \$25.71 per \$100,000 of AV.
- Pg. 10 – In GUSD, the median AV of a single family residence is \$485,057.
- Pg. 10 – Table with the tax impact of various bond amounts in increments of \$100 million

Highlights of the parcel tax information include:

- Pg. 13 – GUSD has 52,233 total parcels, but a conservative assumption is that about 10% qualify for a tax exemption.
- Pg. 14 – As an example, a \$10 million/yr parcel tax would cost taxpayers \$213 per parcel.
- Pg. 14 – Table with the tax impact of various amounts in increments of \$1 million

In support of Board Priority #4 – Maintain District Solvency & Financial Responsibility – Manage district financial resources and facilities to support optimal learning, healthy working conditions, and strong enrollment to ensure long-term stability.

September 27, 2019

Glendale Unified School District

Illustrative 2020 Election & Parcel Tax Analysis



Table of Contents

Section

- I. Bond Program Considerations
- II. Illustrative 2020 Election
- III. Parcel Tax Analysis



Section I

Bond Program Considerations

Bond Program Considerations

General obligation bond programs are generally structured based on:

- ◆ **Funding needs**

- District projects

- Scope
- Cost
- Timing

- ◆ **Financing constraints**

- District assessed value (“AV”)

- Interest rates

- Tax rates

- Annual tax rate \approx annual bond debt service \div fiscal year AV

- Legal parameters

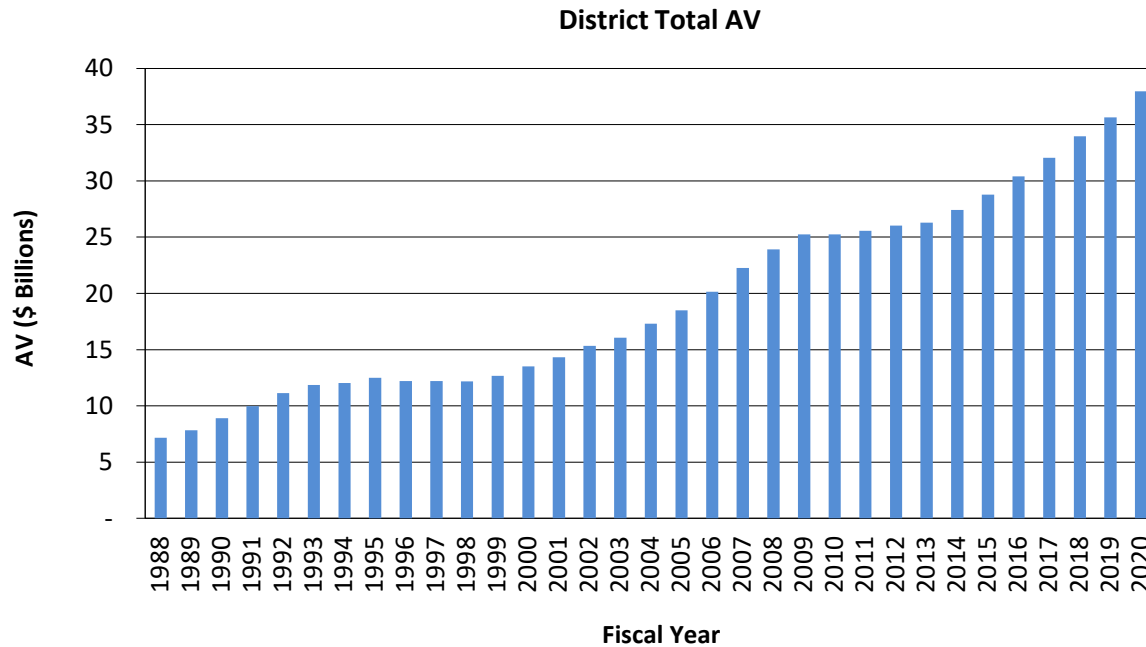
- State law
- Federal law

School districts commonly seek multiple authorizations to meet their ongoing project needs



District AV

The District's AV has grown 50.4% over 10 consecutive years since its last decline



Growth Statistics

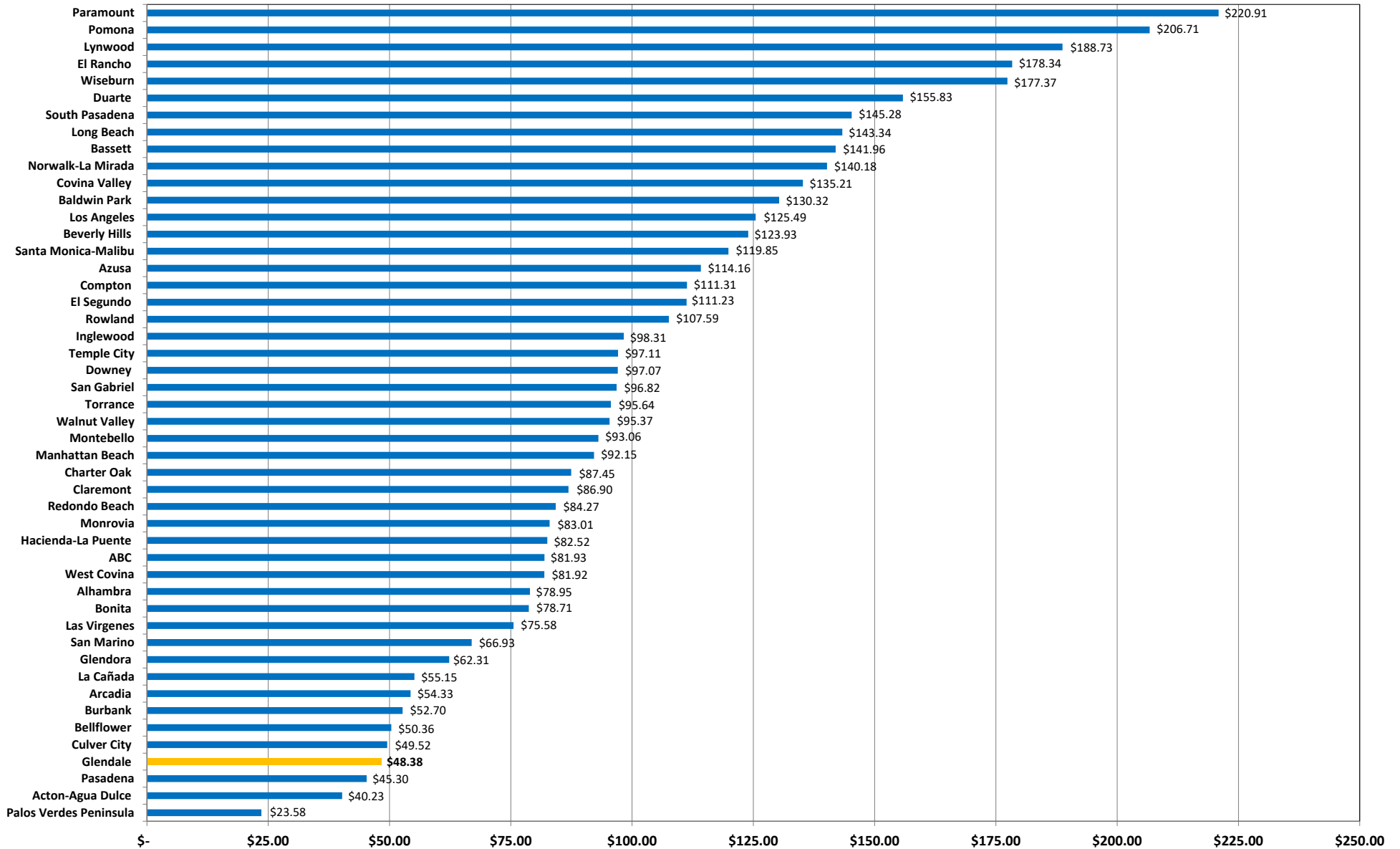
Annualized Growth Rates:		Lowest Rolling Averages:	
1-year:	6.50 %	3-year:	-0.84 %
5-year:	5.70	5-year:	0.52
10-year:	4.16	10-year:	3.08
15-year:	4.92	15-year:	4.73
20-year:	5.31	20-year:	4.06
25-year:	4.55	25-year:	4.30
30-year:	4.96	30-year:	4.96

FY	Total AV ⁽¹⁾	% Change
1988	\$ 7,148,732,753	
1989	7,835,177,347	9.60 %
1990	8,889,986,955	13.46
1991	9,967,049,060	12.12
1992	11,135,592,739	11.72
1993	11,857,328,496	6.48
1994	12,035,027,142	1.50
1995	12,484,306,542	3.73
1996	12,211,580,699	-2.18
1997	12,193,611,637	-0.15
1998	12,171,478,482	-0.18
1999	12,678,213,701	4.16
2000	13,503,161,426	6.51
2001	14,312,486,532	5.99
2002	15,331,739,309	7.12
2003	16,058,897,565	4.74
2004	17,309,155,224	7.79
2005	18,490,368,665	6.82
2006	20,144,376,985	8.95
2007	22,268,937,776	10.55
2008	23,907,398,879	7.36
2009	25,258,072,361	5.65
2010	25,253,710,452	-0.02
2011	25,570,616,706	1.25
2012	26,025,237,749	1.78
2013	26,286,351,301	1.00
2014	27,413,098,346	4.29
2015	28,788,168,062	5.02
2016	30,400,786,637	5.60
2017	32,047,250,278	5.42
2018	33,980,452,905	6.03
2019	35,660,279,414	4.94
2020	37,976,883,757	6.50

(1) Source: California Municipal Statistics, Inc.



2019-20 Los Angeles County USD Tax Rates (1)



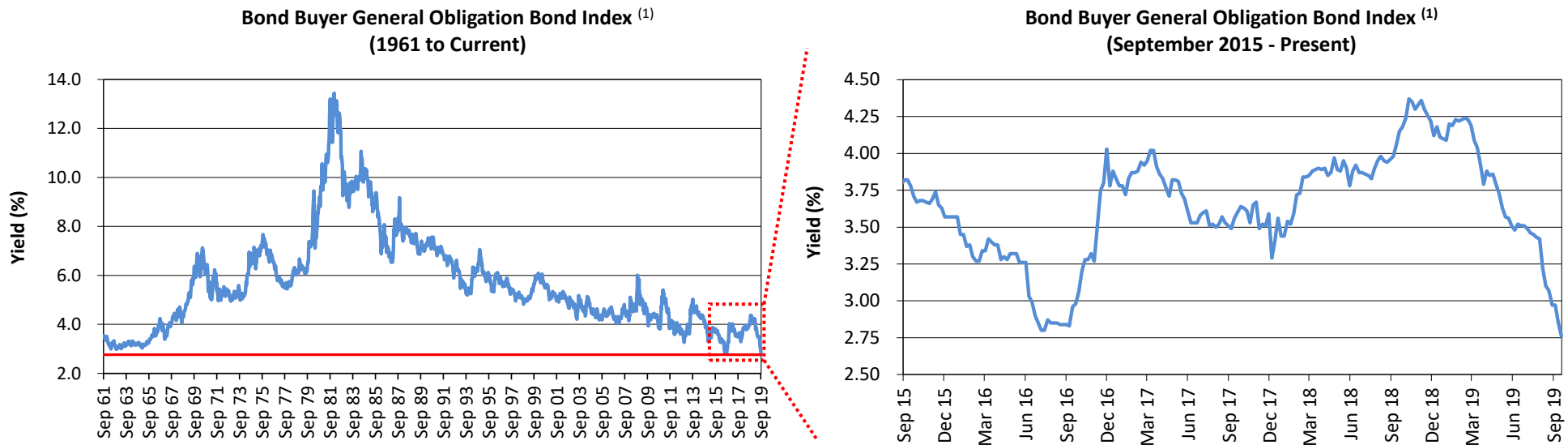
(1) Source: Los Angeles County Auditor-Controller. Tax rate per \$100,000 of AV.



Municipal Bond Interest Rates

Municipal bond interest rates are near historic lows resulting from:

- ◆ Slowdown in European economies
- ◆ Geopolitical uncertainties surrounding Brexit, Iran and Hong Kong
- ◆ Trade war with China
- ◆ Fed and other central bank rate cuts/stimulus measures



(1) Index reflects average yield to maturity of 20 general obligation bonds with 20-year maturities rated 'Aa2' by Moody's Investors Service and 'AA' by Standard and Poor's. Source: The Bond Buyer & Bloomberg.



District Bonding Capacity

The District's bonding capacity is a statutory limit on the amount of general obligation bonds that can be issued

- ◆ Based on:
 - Fiscal year AV multiplied by statutory debt limit factor
 - Less: outstanding general obligation bonds
- ◆ Increases as AV grows and outstanding general obligation bonds are paid, and decreases as AV declines and bonds are issued
- ◆ Statutory debt limit factor of 2.50% of AV for unified school districts

Estimated Current Bonding Capacity ⁽¹⁾

2019-20 Total AV	\$ 37,976,883,757
Statutory Debt Limit Factor	x 2.50%
Bonding Capacity	<u>949,422,094</u>
Outstanding General Obligation Bonds	(273,764,986)
Available Bonding Capacity	\$ 675,657,108

(1) Subject to confirmation by the Los Angeles County Auditor-Controller. Does not reflect 2015 General Obligation Refunding Bonds, Series B (2021 Crossover) and 2018 General Obligation Refunding Bonds (Forward Delivery).



Section II

Illustrative November 2020 Election

Illustrative New Bond Election Scenario

Summary: Request voters to authorize a new tax in an amount of \$25.71 to generate \$300 million in proceeds

◆ **Assumptions:**

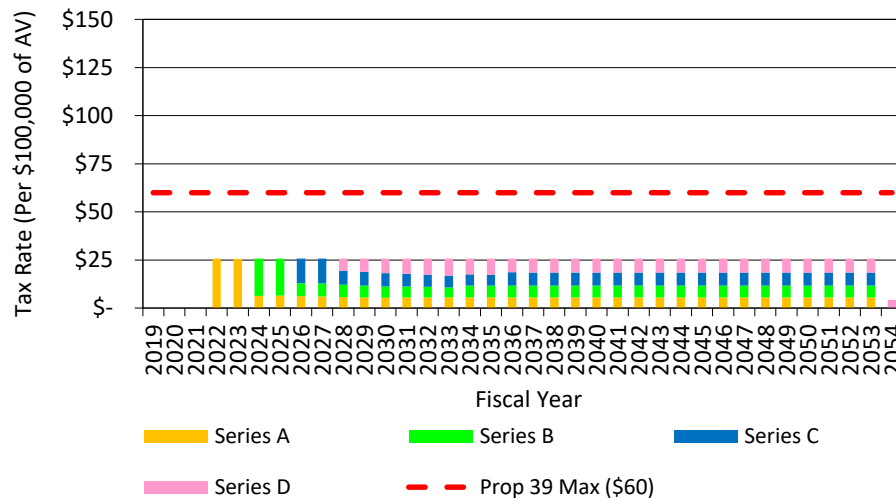
- November 2020 Election
- Interest rates: 4.25% - 5.25% ⁽¹⁾
- AV growth:
 - 2020-21: 2.0%
 - 2021-22: 3.0%
 - Thereafter: 4.0%
- Property tax delinquency rate: 5.0%
- Maximum financing term: up to 33 years
- Consists of 100% CIBs

Illustrative Issuance Schedule ⁽²⁾

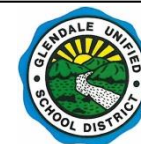
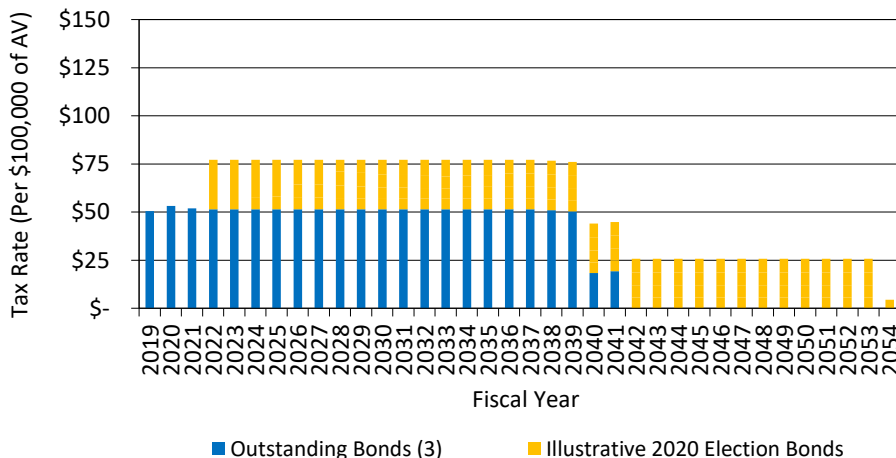
Issue	Issue Date	Proceeds	Net Repayment	
			Ratio	% CABs
Series A	March 2021	\$ 75,000,000	1.95 to 1	0.0 %
Series B	September 2023	75,000,000	1.98 to 1	0.0
Series C	September 2025	75,000,000	2.04 to 1	0.0
Series D	September 2027	75,000,000	2.10 to 1	0.0
Total		\$ 300,000,000	2.02 to 1	0.0 %

(1) Assumes higher than market interest rates. Interest rates are subject to market fluctuations until Bonds are sold.
 (2) Issuance schedule for illustrative purposes only. Actual amounts and dates will be tailored to the District’s project needs.
 (3) Includes estimated issuance of Election of 2011, Series E.

Projected Tax Rates



Projected Tax Rates



Tax Rate Sensitivity Analysis

The District can ask voters to approve up to \$60 per \$100,000 of AV (Proposition 39 maximum). Below is a tax rate sensitivity analysis based on the following assumptions:

◆ **Assumptions:**

- November 2020 Election
- Interest rates: 4.25% - 5.25% ⁽¹⁾
- AV growth:
 - 2020-21: 2.0%
 - 2021-22: 3.0%
 - Thereafter: 4.0%
- Property tax delinquency rate: 5.0%
- Maximum financing term: up to 33 years
- Consists of 100% CIBs
- Equal issuances every two years
- Median AV of a single family residence (“SFR”) of \$485,057 ⁽¹⁾

Tax Rate Sensitivity		
Rate	Proceeds	Est. Annual Tax Rate for a SFR
\$60.00	\$ 700,000,000	\$ 291.03
\$51.43	600,000,000	249.46
\$42.86	500,000,000	207.88
\$34.29	400,000,000	166.31
\$25.71	300,000,000	124.73
\$17.14	200,000,000	83.15
\$8.57	100,000,000	41.58

(1) Source: California Municipal Statistics. Data as of 2018-19.



Illustrative November 3, 2020 Election Timeline

Activity	Minimum Timing
Develop or update District facility master plan to identify and prioritize potential bond projects	Currently – April 2020
Bond team meeting, including District personnel, financial advisor, underwriter, bond counsel, pollster, and strategist	Currently – April 2020
Determine all available sources of capital improvement funds, including State funds, capital fund reserves, donations, developer fees, and bond proceeds	Currently – April 2020
Begin community outreach to educate voters on District’s facility needs	Currently & Ongoing
Identify issues within the community that could impact the bond election	Currently – April 2020
Conduct voter opinion survey	April 2020
Adjust community messages based on voter opinion survey	May 2020 – Jul 2020
Identify community leaders to serve on campaign committee	Jul 2020
Finalize bond projects list, election amount, estimated tax rates, and draft ballot language	Jul 2020
Adopt resolution, including tax rate statement, calling for bond election (<i>must be received by County Registrar of Voters by August 7, 2020</i>)	Jul 2020
Prepare impartial analysis (bond counsel, county counsel) and pro-ballot argument (committee, campaign consultant) for voter pamphlet	Aug 2020
Fund raising by bond committee	Aug 2020 – Oct 2020
Conduct active “Yes on” campaign	Aug 2020 – Oct 2020
Election	Nov 3, 2020
Certify election results	Dec 2020
Issuance of bonds	Mar 2021



Section III

Parcel Tax Analysis

Taxable Parcels ⁽¹⁾

As of 2018-19, the District has 52,233 taxable parcels

	2018-19 Assessed Valuation ⁽²⁾	% of Total	# of Parcels	% of Total
Non-Residential:				
Commercial/Office	\$ 6,876,843,151	19.72 %	1,682	3.22 %
Vacant Commercial	333,571,536	0.96	201	0.38
Industrial	1,042,247,761	2.99	500	0.96
Vacant Industrial	17,276,304	0.05	83	0.16
Recreational	88,980,743	0.26	63	0.12
Government/Social/Institutional	183,337,155	0.53	852	1.63
Miscellaneous	816,834	0.00	184	0.35
Subtotal Non-Residential	\$ 8,543,073,484	24.50 %	3,565	6.83 %
Residential:				
Single Family Residence	\$ 17,076,630,983	48.97 %	31,803	60.89 %
Condominium/Townhouse	3,041,120,744	8.72	9,627	18.43
2-4 Residential Units	2,028,872,217	5.82	3,564	6.82
5+ Residential Units/Apartments	4,114,373,403	11.80	2,970	5.69
Vacant Residential	70,994,466	0.20	704	1.35
Subtotal Residential	\$ 26,331,991,813	75.51 %	48,668	93.17 %
Total	\$ 34,875,065,297	100.00 %	52,233	100.00 %

(1) Source: California Municipal Statistics.

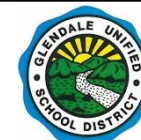
(2) Local secured assessed valuation, excluding tax-exempt property.



Parcel Tax Analysis

Assuming 10% of parcels qualify for tax exemption, the chart below shows the necessary tax to generate annual proceeds in increments of \$1 million

Annual Parcel Tax	No. of Taxable Parcels	Estimated Senior Exemptions & Miscellaneous	Year 1 (No Inflation)	Year 2 + 3%	Year 3 + 3%	Year 4 + 3%	Year 5 + 3%
\$ 21	52,233	-10.0%	\$ 1,000,000	\$ 1,030,000	\$ 1,060,900	\$ 1,092,727	\$ 1,125,509
43	52,233	-10.0%	2,000,000	2,060,000	2,121,800	2,185,454	2,251,018
64	52,233	-10.0%	3,000,000	3,090,000	3,182,700	3,278,181	3,376,526
85	52,233	-10.0%	4,000,000	4,120,000	4,243,600	4,370,908	4,502,035
106	52,233	-10.0%	5,000,000	5,150,000	5,304,500	5,463,635	5,627,544
128	52,233	-10.0%	6,000,000	6,180,000	6,365,400	6,556,362	6,753,053
149	52,233	-10.0%	7,000,000	7,210,000	7,426,300	7,649,089	7,878,562
170	52,233	-10.0%	8,000,000	8,240,000	8,487,200	8,741,816	9,004,070
191	52,233	-10.0%	9,000,000	9,270,000	9,548,100	9,834,543	10,129,579
213	52,233	-10.0%	10,000,000	10,300,000	10,609,000	10,927,270	11,255,088
234	52,233	-10.0%	11,000,000	11,330,000	11,669,900	12,019,997	12,380,597
255	52,233	-10.0%	12,000,000	12,360,000	12,730,800	13,112,724	13,506,106
277	52,233	-10.0%	13,000,000	13,390,000	13,791,700	14,205,451	14,631,615
298	52,233	-10.0%	14,000,000	14,420,000	14,852,600	15,298,178	15,757,123
319	52,233	-10.0%	15,000,000	15,450,000	15,913,500	16,390,905	16,882,632
340	52,233	-10.0%	16,000,000	16,480,000	16,974,400	17,483,632	18,008,141
362	52,233	-10.0%	17,000,000	17,510,000	18,035,300	18,576,359	19,133,650
383	52,233	-10.0%	18,000,000	18,540,000	19,096,200	19,669,086	20,259,159
404	52,233	-10.0%	19,000,000	19,570,000	20,157,100	20,761,813	21,384,667
425	52,233	-10.0%	20,000,000	20,600,000	21,218,000	21,854,540	22,510,176



GLENDALE UNIFIED SCHOOL DISTRICT

October 22, 2019

INFORMATION REPORT NO. 3

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

PREPARED BY: Dr. Lena Richter, Director, Categorical Programs
Dr. Stepan Mekhitarian, Coordinator III, Assessment & Accountability

SUBJECT: **Local Control Accountability Plan (LCAP) Update: Dashboard
Local Indicators**

This report is to provide an update on the 2018-2019 Local Control Accountability Plan (LCAP), Glendale Unified School District's (GUSD) "Roadmap to Success," focusing on local accountability indicators on the California School Dashboard.

Accountability Indicators on the California School Dashboard

Local educational agencies (LEAs) are required to upload the status of local indicators to the Fall 2019 Dashboard. The local indicators address those local control funding formula (LCFF) priority areas for which data is not collected at the state level. LEAs determine whether they have met the standard for each local indicator. LEAs that meet the State Board of Education-approved standards will receive a "Met" on the Dashboard. An LEA meets the standards when it:

1. Measures its progress using locally available data.
2. Reports the results to the LEA's local governing board at a regularly scheduled public meeting of the local governing board.
3. Uploads and publicly reports the results through the Dashboard.

Below are the five LCFF priority areas for which LEAs are required to address, along with the steps taken by GUSD. Three other priority areas (Priority 4-Student Achievement; Priority 5-Student Engagement; Priority 8-Outcomes to Broad Course of Study) are collected at the state level.

Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable.

In 2018-2019, one Williams complaint was filed. Investigation concluded GUSD was in compliance with Williams regulations. **The District met this priority for 2018-2019.**

Priority 2: Implementation of State Academic Standards

LEA annually measures its progress implementing state academic standards. The measures below were chosen for their alignment to the Common Core State Standards (CCSS) and their effectiveness in measuring content area mastery.

GUSD uses California Assessment of Student Performance and Progress (CAASPP) assessment results to measure English Language Arts (ELA) and Math mastery. The 2018-2019 assessment results were presented at the August 13, 2019 Board meeting. 64% of students Met/Exceeded Standard for ELA and 55% Met/Exceeded for Math.

English Language Proficiency Assessment for California (ELPAC) data serves as the most effective summative measure for assessing English learner progress. The 2018-2019 summative data indicated that 28% of students performed at Level 4 (Well Developed); 39% at Level 3 (Moderately Developed); 21% at Level 2 (Somewhat Developed); and 12% at Level 1 (Beginning). Assessment results will be presented at a future Board meeting.

GUSD uses FitnessGram, an assessment that utilizes Healthy Fitness Zone standards to measure student mastery of fitness levels based on PE Standards. The percent of students in the Healthy Fitness Zone are as follows: Aerobic Capacity (74.3%); Body Composition (68.3%); Abdominal Strength (93.7%); Trunk Extension Strength (95.6%); Upper Body Strength (88.1%); and Flexibility (97.2%). Assessment results will be presented at a future Board meeting. **The District met this priority for 2018-2019.**

Priority 3: Parent Engagement

LEA annually measures its progress in (1) building relationships, (2) building partnerships, and 3) seeking input for decision-making.

GUSD utilizes a multi-pronged, multi-language outreach campaign (phone calls, email, traditional letters, social media, and more) to increase parent engagement and opportunities for schools to build strong relationships with families. Culture surveys provide insight into school needs in addressing community questions and concerns. Parent Chat, CAFE (California Association of Bilingual Education) Project Inspire, School Smarts Parent Engagement Program, Building Bridges (B.B.) and the Glendale Unified Welcome Center

provide information and resources necessary for successful school experiences. Data and input opportunities are offered to families in ELAC (English Learner Advisory Committee) and DELAC (District English Learner Advisory Committee).

The 2018-2019 Parent Culture Survey was used to gauge parent perception of decision-making opportunities. Assessment results will be presented at a future Board meeting. 82% of parents reported their school encourages them to participate in organized school or District events and parent groups. Also, 55% of parents reported their school actively seeks input from parents and families before making important decisions. Over 80% of parents reported participating in school or class events (play, dance, sports event, or science fair), school meetings (Open House, Back to School Night, etc.), or other school committees or events. **The District met this priority for 2018-2019.**

Priority 6: School Climate

LEA administers a local climate survey every other year that provides a valid measure of perceptions of school safety and connectedness. GUSD administers the California Healthy Kids Survey for students in grades 5, 7, 9 and 11. Assessment results will be presented at a future Board meeting. The 2018-2019 survey results indicated students in grade 5 reported the lowest use of alcohol, tobacco or marijuana, while reports of being hit or harassed at school remained similar to the previous five years. Survey results for students in grades 7, 9, and 11 indicated the highest rate of school connectedness for the past five years; use of cigarettes, marijuana and alcohol at its lowest; and decreases in reports of being harassed due to gender. Survey results also indicated that E-cigarette use increased at alarming rates over the past five years, decreases in reports of feeling safe at school, and increases in reports of chronic sad or hopeless feelings.

In Spring 2019, students in grades 4-12 participated in the Panorama Social Emotional Survey. This nationally-normed survey assists in measuring students' sense of belonging, safety, social awareness, self-efficacy, emotion regulation, and growth mindset. Assessment results were presented at the August 13, 2019 Board meeting. The District's greatest area of strength was Growth Mindset for 4th and 5th grade, which scored in the 80th – 99th percentile. In addition, the District is in the 60th – 79th percentile, or higher, in five of six categories for grades 4 – 5 and in two of six categories for grades 6 – 12. The District's areas of growth are Emotion Regulation in grades 4 – 5 and Sense of Belonging in grades 6 – 12.

The GUSD Positive Behavior Interventions and Supports (PBIS) program is designed to support schools in developing safe and positive learning environments. GUSD currently includes 30 school sites with more than 200 site administrative and certificated leaders.

GUSD schools have earned Bronze, Silver and Gold Awards for PBIS implementation. **The District met this priority for 2018-2019.**

Priority 7: Access to Broad Course of Study

LEAs annually measure their progress in the extent to which students have access to a broad course of study specified in Ed Code, including programs and services provided to unduplicated students and individuals with exceptional needs.

For the 2018-2019 school year, 100% of Glendale Unified School District's students had full access to a broad course of study as defined by California Education Code 51210 and 51220 (a)-(i). Students with disabilities continue to be provided access to broad courses of study based on least restrictive environment determination.

Glendale Unified School District Career Technical Education (CTE) programs have been developed to connect students to college, careers and life. GUSD CTE is comprised of 11 Industry Sectors and 25 pathways. Six courses were A-G approved for the 2017-2018 school year; 26 courses were approved for 2018-2019 school year; and 44 courses were approved for the 2019-2020 school year.

The major barriers preventing GUSD from providing access to a broad course of study to all students are time and scheduling. GUSD consistently evaluates the effectiveness of scheduling and planning processes to maximize course availability to all students to ensure broad and equitable access. **The District met this priority for 2018-2019.**

The next steps include:

- Upload progress on local indicators to the Fall 2019 Dashboard.
- Launch of Dashboard, week of December 9, 2019.
- Analyze Dashboard data to identify areas of strength and areas of needed growth.
- Support school sites in using data to drive instruction.
- Use Dashboard data to update LCAP goals and actions.

TO SUPPORT 2019-2020 BOARD PRIORITY No. 1: Maximize Student Achievement

“Analyze and assess student data to strengthen attendance and personalize learning that builds college, career, and life readiness pathways for success.”

TO SUPPORT 2019-2020 BOARD PRIORITY No. 2: Create a Culture of Learning

“Support student learning with safe schools and programs that emphasize and increase inclusion, build positive relationships, and continue to enhance opportunities for life-long success.”

TO SUPPORT 2019-2020 BOARD PRIORITY No. 3: Increase Engagement

“Utilize and increase District capacities to increase engagement, relationships, and support with parents and the community that build public trust and involvement in GUSD schools.”

GLENDALE UNIFIED SCHOOL DISTRICT

October 22, 2019

INFORMATION REPORT NO. 4

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

PREPARED BY: Dr. Narineh Makijan, Coordinator III, Career Technical Education

SUBJECT: **Proposed New Course of Study Outlines for Use in High Schools in the Area of Career Technical Education**

The proposed course of study outlines (Honors GIS and Remote Sensing; Honors Software Development Internship; Robotics Team Project 1-2; and Honors Robotics Team Project 3-4) are submitted for review and discussion by the Board of Education. The course outlines have been reviewed for content and evaluated by the members of the Career Technical Education Curriculum Study Committee. The Secondary Education Council has reviewed the information and made a recommendation of approval of the course outlines to the Board of Education.

HIGH SCHOOLS

Department: Career Technical Education

Course Title: Honors GIS and Remote Sensing

Grade Level(s): 11-12

School(s)
Course Offered: Clark Magnet High School

UC/CSU Approved
(Y/N, Subject): Yes, “g” College-Preparatory Electives credits with honors designation

Course Credits: 10

Recommended
Prerequisite: Grade of “C” or better in Geology of Disasters or teacher approval;

Integrated Math I and Physics, Biology, or Chemistry (can be concurrent)

Recommended

Textbook: Remote Sensing and Image Interpretation
Supplemental Text: Principles of Remote Sensing (PDF)

Course Overview: Honors GIS and Remote Sensing is the concentrator course for the Environmental Engineering Industry Sector, Geographical Information Systems (GIS) pathway. This course introduces students to the basics of remote sensing, on land, in the ocean and out in space. Active versus passive sensors are investigated. Emphasis is placed on image acquisition and data collection through satellite sensors, aerial unmanned autonomous vehicles, underwater remotely operated vehicles and underwater sonar. This course is designed for geographic information systems (GIS) students interested in imagery analysis. Remote sensing is very much an interdisciplinary area of scientific investigation, and relies in large part on knowledge of physics, mathematics, chemistry, and geography. Students will develop a strong understanding of the tools and techniques used to display, process, and analyze remotely sensed data. Proper cartographic techniques are taught iteratively throughout the course.

All Engineering and Architecture Anchor Standards are met through the Skills USA Career Essentials Experiences.

Department: **Career Technical Education**

Course Title: Honors Software Development Internship

Grade Level(s): 10-12

School(s)
Course Offered: Crescenta Valley High School

UC/CSU Approved
(Y/N, Subject): Yes, “g” College-Preparatory Electives credits with honors designation

Course Credits: 10

Recommended
Prerequisite: AP Computer Science

Recommended
Textbook: Ruby on Rails Tutorial, Michael Hartl, Addison Wesley Professional, 2016

Course Overview: Honors Software Development Internship is the capstone course for the ICT industry sector, Software Systems Development & Networking pathway. This course builds on the Software and Systems Development skills that students have learned in AP Computer Science A. In this course, students will create apps, and/or develop webpages, and/or create a project from the ground up. Throughout the course, students will be communicating with their “customers” in order to understand and meet their needs. Students will practice real-world application of their skills both in the classroom setting and in 90 hours of internship at local companies. Each quarter contains a major project that the students should complete in support of their customers. This course will further prepare students for industry certificates and employment.

Department: Career Technical Education

Course Title: Robotics Team Project 1-2

Grade Level(s): 9-12

School(s)
Course Offered: Clark Magnet High School

UC/CSU Approved
(Y/N, Subject): Yes, “g” College Preparatory Elective / Interdisciplinary

Co-requisites: Integrated Math 2 or Higher

Integrated
Academics: Yes

(Y/N)

Recommended

Prerequisite: Physics (Recommended)
Algebra 1 or Integrated Math 1 (Recommended)

Course Overview: Robotics Team Project 1-2 is the first course for the Engineering and Architecture industry sector, Engineering Design Technology pathway. This laboratory-based integrated course is designed to support and facilitate student participation in the annual global FIRST Robotics Competition. Students will gain problem-solving abilities in engineering, robotics, computer programming, and business applications as they learn and apply the principles of engineering and manufacturing to this multifaceted competitive team project that emphasizes learning by doing. The student-centric design of the classroom lab environment promotes collaborative learning in small teams and personal skill development in particular specialty areas while allowing students to gain introductory knowledge in all areas of the course. The Robotics Team Project 1-2 course serves as a foundation for students to advance to the Honors Robotics Team Project 3-4 course in the following year.

Department: Career Technical Education

Course Title: Honors Robotics Team Project 3-4

Grade Level(s): 10-12

**School(s)
Course Offered:** Clark Magnet High School

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

Co-requisites: AP Physics (Recommended)
Computer Programming or AP Computer Programming
(Recommended)

**Integrated
Academics:** Yes

(Y/N)

Recommended

Prerequisite: Robotics Team Project 1-2 (Required)

Course Overview: Honors Robotics Team Project 3-4 is the capstone course for the Robotics pathway. This laboratory-based integrated course is designed to support and facilitate second-year student participation in the global FIRST Robotics Competition. Students enrolled in this course will have previously completed the Robotics Team Project 1-2 course. Students will build upon foundational knowledge from the prior course by performing advanced level work in the areas of engineering, manufacturing, programming, and team project management. The student-centric design of the course and physical classroom lab environment promotes collaborative learning in small teams and advanced personal skill development in specialty areas while allowing all students to be involved with all aspects of this multifaceted competitive team project. Students in this Honors Robotics Team Project 3-4 course will have the opportunity to lead, guide, and mentor first-year students in the Robotics Team Project 1-2 course while embracing a learning-by-doing approach.

TO SUPPORT 2019-2020 BOARD PRIORITY No. 1: Maximize Student Achievement
“Analyze and assess student data to strengthen attendance and personalize learning that builds college, career, and life readiness pathways for success.”

TO SUPPORT 2019-2020 BOARD PRIORITY No. 2: Create a Culture of Learning
“Support student learning with safe schools and programs that emphasize and increase inclusion, build positive relationships, and continue to enhance opportunities for life-long success.”

Glendale Unified School District

High School

Date

(Meeting date will be typed in after Board Approval)

Department: Career Technical Education

Course Title: Honors GIS and Remote Sensing

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

Grade Level(s): 11-12

School(s)
Course Offered: Clark Magnet High School

UC/CSU Approved
(Y/N, Subject): Yes, "g" College-Preparatory Electives credits with honors designation

Course Credits: 10

Length of Course: Full Year

Recommended
Prerequisite: Grade of "C" or better in Geology of Disasters or teacher approval;
Integrated Math I and Physics, Biology, or Chemistry (can be concurrent)

Recommended
Textbook: Remote Sensing and Image Interpretation
Supplemental Text: Principles of Remote Sensing (PDF)

Course Overview: Honors GIS and Remote Sensing is the concentrator course for the Environmental Engineering Industry Sector, Geographical Information Systems (GIS) pathway. This course introduces students to the basics of remote sensing, on land, in the ocean and out in space. Active versus passive sensors are investigated. Emphasis is placed on image acquisition and data collection through satellite sensors, aerial unmanned autonomous vehicles, underwater remotely operated vehicles and underwater sonar. This course is designed for geographic information systems (GIS) students interested in imagery analysis. Remote sensing is very much an interdisciplinary area of scientific investigation, and relies in large part on knowledge of physics, mathematics, chemistry, and geography. Students

will develop a strong understanding of the tools and techniques used to display, process, and analyze remotely sensed data. Proper cartographic techniques are taught iteratively throughout the course.

All Engineering and Architecture Anchor Standards are met through the Skills USA Career Essentials Experiences.

Course Content-First Semester

Unit 1: Introduction to GIS & Remote Sensing

(10 weeks)

STANDARDS

CTE: D1.1, D3.6, D4.5, D4.6, D4.7, D7.1, D7.2, D8.1, D8.2, D8.3

Common Core State Standards: 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

- A. Students will learn the tools and techniques of remote sensing through hands-on learning. Esri tutorials and field exercises will be employed, along with selected reading and lecture materials from the GeoTech Center of Excellence. Students will get an overview of the electromagnetic spectrum using satellite and aerial data. They will learn to create electronic data collection files and perform mobile data collection in the field. The Crosscutting Concepts of "Scale, Proportion and Quantity," "Systems and System Models" will be emphasized in this unit. Students will demonstrate proficiency through a unit project developing a story map using remotely sensed data. Geographic information system instruction will focus on the ArcGIS Online program. Students complete the Get to Know GIS (For Secondary Students) learning pathway and earn an Esri certificate for completion.
- B. *Key Assignments:* Get to Know GIS (For Secondary Students) learning pathway: Students complete five online tutorials for ArcGIS Online and earn an industry certificate for completion.

Maps and Computer Models: Students will map and analyze the path taken by ocean drifters, mini-boats from Educational Passages. Maps will include layers of data from The Living Atlas. Students will demonstrate knowledge of the Coriolis Effect, along with ocean and wind currents. They will make predictions of where the mini-boat will land using the Esri's Message in a Bottle modeling program.

Story Map: Students apply their knowledge of GIS and remote sensing to create a story map showcasing both the projected and actual path taken by Educational Passages mini-boats. Data collected on route will be processed and displayed along with original expository text. Students will incorporate the use of multimedia and communicate their research through the story map.

Unit 2: Ocean GIS & Remote Sensing

(10 weeks)

STANDARDS

CTE: D1.1, D2.1, D3.2, D3.6, D4.3, D8.1, D8.2, D8.3, D10.1, D10.3, D14.2, D14.6

Common Core State Standards: 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

- A. Students will conduct field research using remotely operated vehicles and sonar for bathymetric mapping, documentation of marine life and seafloor features. The Crosscutting Concept of "Patterns" will be emphasized in this unit. Students will demonstrate proficiency through a unit project mapping field data gathered from ROV operations. Full Motion Video extension will be introduced and Geographic information system instruction will focus on ArcGIS Pro using Esri tutorials.
- B. *Key Assignments:* Full Motion Video: Students will produce a Full Motion Video documenting the path flown by the ROV during field operations. Maps will include a point to line conversion to show the underwater path taken by the ROV, a buffer of the line set to document water visibility, and points of interest where still photographs were taken. Pop-ups will be configured to include coordinates, description of target and a photo. Students learn operations and applications of marine science tools and local marine ecology.

ArcGIS Pro tutorials: Students will have the choice of completing two Esri tutorials from the list below:

- Explore NOAA's Deep Sea Coral Database
- Find Fish in the Bering Sea
- Interpolate 3D Oxygen Measurements in Monterey Bay
- Predict Seagrass Habitat With Machine Learning

Conference Presentation: Students will write and submit abstracts of their project and then present their research at the Ocean and Atmospheric GIS Forum.

Course Content-Second Semester

Unit 3: Land GIS & Remote Sensing

(10 weeks)

STANDARDS

CTE: D1.1, D2.1, D3.4, D3.6, D6.2, D6.3, D6.4, D6.5, D8.1, D8.2, D8.3, D10.1, D10.2, D10.3, D10.4, D10.5, D10.6, D10.7, D10.8

Common Core State Standards: 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

- A. Students will choose a learning path based on their interest in one of the three categories: Agriculture, Urban Planning or Wildlife Conservation. Each learning pathway will consist of a collection of Esri tutorials compiled as a theme to guide students through applying remote sensing and GIS to solve a problem or illustrate a spatial phenomenon. Pathways will include ArcGIS Online and ArcGIS Pro tutorials. Students will learn the application of UAVs for imagery acquisition and data collection. Land use, land cover and image classification topics are covered. The Crosscutting Concepts of "Stability and Change," "Patterns," and "Cause and Effect" will be emphasized in this unit. Thermal imagery, lidar data and processing will be introduced.
- B. *Key Assignments:* Story Map or Full Motion Video Presentation: After completing a learning pathway of their choice, students will choose a project theme, then collect data to map, analyze and share as a story map and/or FMV presentation.

Mapping Competition: Students will choose one of their finished projects to enter into the California High School Mapping Competition, and/or the Southern California Association of Governors Story Map Competition.

Unit 4: Mars Student Imaging Program

(10 weeks)

STANDARDS

CTE: D1.1, D2.1, D2.2, D2.3, D2.4, D2.5, D3.1, D3.3, D3.6, D8.1, D8.2, D8.3

Common Core State Standards: 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

- A. Students will participate in the Arizona State University/NASA Mars Student Imaging Program. Students work as a team to investigate geologic features on Mars. They develop a big picture question, research question, and hypothesis as they analyze a geologic feature of interest. Students will research and compare similar features on Earth to have a starting point for their study. Students learn to use the GIS program from NASA, JMARS, to perform various analyses to answer their research question. Students will write a final report to communicate their findings. Hyperspectral remote sensing, radiance and reflectance is covered in this unit.
- B. *Key Assignments:* False Color Composite Poster: Students will download Mars Exploration Rover imagery files and insert the appropriate wavelengths into the red, blue, green color bands in Photoshop to create false color composites of the surface of Mars. They will create posters in the scientific format with text using a large scale printer to showcase their work.

Question Mars: Using Mars imagery, students work together to compose and refine a big picture question relating to the geologic features present on Mars. Next they move to proposing hypotheses to address their inquiry, then refine a final research question that they will investigate using NASA's GIS tool, JMARS.

Comprehensive Final Project: Students will map imagery of their study area in ArcGIS Pro using the Image Analyst extension. They will perform the appropriate geoprocessing using the Image Analyst toolbox to help find an answer to their research question. After obtaining their results from ArcGIS Pro and JMARS, they will write a Final Report that follows the scientific method, and summarize their report in an abstract. Each report will include components of content covered in this course. Outstanding reports and abstracts will be submitted Arizona State University, Mars Student Imaging Program for publication.

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: Career Technical Education

Course Title: Honors Software Development Internship

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

Grade Level(s): 10-12

School(s)
Course Offered: Crescenta Valley High School

UC/CSU Approved
(Y/N, Subject): Yes, "g" College-Preparatory Electives credits with honors designation

Course Credits: 10

Length of Course: Full Year

Recommended
Prerequisite: AP Computer Science

Recommended
Textbook: Ruby on Rails Tutorial, Michael Hartl, Addison Wesley Professional, 2016

Course Overview: Honors Software Development Internship is the capstone course for the ICT industry sector, Software Systems Development & Networking pathway. This course builds on the Software and Systems Development skills that students have learned in AP Computer Science A. In this course, students will create apps, and/or develop webpages, and/or create a project from the ground up. Throughout the course, students will be communicating with their "customers" in order to understand and meet their needs. Students will practice real-world application of their skills both in the classroom setting and in 90 hours of internship at local companies. Each quarter contains a major project that the students should complete in support of their customers. This course will further prepare students for industry certificates and employment.

Section 1-Planning

Unit 1: Developing Marketable Skills

(4 weeks)

STANDARDS

Common Core Language Standards: 11-12.6

Common Core Writing Standards: 11-12.4, 11-12.5, 11-12.6, 11-12.7

Common Core Number and Quantity Standards: 6

Information and Communication Technologies Knowledge and Performance Anchor Standards: 2.0, 3.0, 4.0, 5.0, 7.0, 9.0, 10.0

Information and Systems Development Pathway Standards: C1.0, C2.0

- A. Students will use this first section of the course to further develop the skills developed within the AP Computer Science course into skills marketable to the public. This will primarily include the transition of computer programming languages from Java, as used in the AP Computer Science curriculum, to the Ruby programming language. Students will also transition from a single-language development environment using Java to a multi-language web development framework, Ruby on Rails, which uses the programming languages HTML, SQL, CSS, Javascript, and Ruby. This transition will be supplemented by the course textbook, Ruby on Rails tutorial by Michael Hartl. In parallel, students will take steps to identify a need for software development in their community, developing a professional relationship with the client. Students will develop project management skills in accordance to Agile and Scrum project management frameworks, especially in applying these ideas to their own projects. These skills will also be applied towards the creation of a group of peers, where each student will find a distinct role in accordance with the Scrum systems development framework.
- B. *Key Assignment: Ruby on Rails Book Study*
Students will read and study the book "Ruby on Rails Tutorial" by Michael Hartl to gain a deep understanding of the web development framework Ruby on Rails. Students will also be aided by course-specific notes which relate the book specifically to the workflow of the course. The instruction will be fast paced, and students will be assessed on their knowledge of web development using the Ruby on Rails framework to ensure they meet industry grade standards. As a result, students should be able to demonstrate the ability to use the appropriate software, coding languages, tools, and frameworks to produce a web app using Ruby on Rails. Students will be given internship opportunities later in the year based directly on the aptitude exhibited during this unit.

Key Assignment: Project Management Study

Students will study the fundamentals of project management as it relates to software development. Students will be expected to display a thorough understanding of software development frameworks such as Agile and Scrum. Students will be guided in their studies with specialized notes which relate these project management ideas specifically to the practices and workflow of CV Enterprises. In addition, students will demonstrate an understanding of the tools and specific processes needed to bring a software project from inception to completion.

Key Assignment: Version Control Study

Students will analyze and describe the processes of version control as it relates to software development. Students will be expected to fully understand and be able to use the industry standard version control system, git. In addition, students will be required to create an account on github.com to host their remote repositories. Students will be assessed on their ability to use git adds, commits, pull requests, pushes, and other git commands to submit a full pull request of a new file to a remote repository on github.

Key Assignment: Initialize Online Presence

Students will be required to initialize their marketable online presence through both an account on github.com and a personal portfolio website. The exact implementation of this website will vary, but it must include some form of online presence where their process can be documented and their projects can be shared with the world. Students will develop this online presence through the year, culminating in their final project.

Unit 2: Client/Customer Acquisition

(4 weeks)

STANDARDS

Common Core Language Standards: 11-12.6

Common Core Writing Standards: 11-12.4, 11-12.5, 11-12.6, 11-12.7

Common Core Number and Quantity Standards: 6

Information and Communication Technologies Knowledge and Performance Anchor Standards: 2.0, 3.0, 4.0, 5.0, 7.0, 9.0, 10.0

Information and Systems Development Pathway Standards: C1.0, C2.0

A. This unit will introduce students to the process of first identifying, then facilitating a positive professional relationship with a client. Students will identify a need within their community or abroad, connecting this need with a client. Because the client is rarely the only person affected by the problem, additional stakeholders will also be identified and kept in communication. Students will be guided in developing a relationship between their group and the customer to ensure they are able to develop a product which accurately addresses the need in the community or elsewhere.

B. *Key Assignment: Find target clientele*

The student will identify at least three specific fields he/she wants to explore (eg. full-stack development, robotics, bioinformatics, virtual reality). The student will rank the three fields by order of preference, complete with reasoning and technical involvement. Students must provide research into this specific field outlining the practical applications of the field and its relation to software development.

Key Assignment: Apply/Cold-Email

Students will take the necessary steps to secure a job/project. This may include traversing a formal application and interview process, or simply a cold email to numerous companies/laboratories. Along the way, students will learn how to communicate their passion and commitment to potential employers.

Key Assignment: Relationship Facilitation

Students will be expected to take the steps necessary to develop a positive professional relationship with their client. They will take action to facilitate frictionless communication between themselves and the client and stakeholders.

Unit 3: **Project Proposal/Layout**

(5 weeks)

STANDARDS

Common Core Language Standards: 11-12.3

Common Core Writing Standards: 11-12.2, 11-12.4, 11-12.5, 11-12.6, 11-12.7

Common Core Number and Quantity Standards: 6

Information and Communication Technologies Knowledge and Performance Anchor Standards: 2.0, 3.0, 4.0, 5.0, 7.0, 8.0, 9.0, 10.0

Information and Systems Development Pathway Standards: C1.0, C2.0

- A. Once students have identified a specific need in the community and have identified their client, students will apply the ideas developed in Unit 1 to plan out the creation of their product. Students must ensure that they adhere to Agile standards of project management, including emphasis on customer collaboration, minimum viable products, iterative development, and adaptability to change. Industry level development technologies will be used, such as Trello and Slack, to ensure a proper degree of project management organization. These technologies will be used to ensure a high degree of communication and transparency between the students and the client, ensuring that the client is informed in all stages of development. Technologies such as Trello in particular will be used to facilitate Scrum and Agile processes of software development, such as sprint cycles and product backlogs. Technologies such as Trello will also be used by the students to collect specific requirements of the customer to fill the product backlog. Students will be required to break these requirements down into actionable steps to act upon throughout the year. These practices and requirements will be developed with a focus on longevity, flexibility, and transparency.
- B. *Key Assignment: Requirements Document*
Students will outline the services and functions that their applications will provide. This document will be constructed through multiple client meetings with both the client and potential stakeholders to ensure that the project is focused on fulfilling the customer's needs. This document will define the scope of the project, and students will use what they learned about project management to ensure this scope is both reasonable and attainable.

Key Assignment: Construct a Timeline/Schedule

Students will establish timeframes and milestones while breaking up the project into logical tasks. The project management timeline will facilitate project efficiency and vision. Students will use industry standard technologies such as trello to serve both as an active project management tool and as a stored reference document in creating this timeline.

Section 2-Execution

Unit 4: Minimum Viable Product

(3 weeks)

STANDARDS

Common Core Language Standards: 11-12.5, 11-12.7

Common Core Writing Standards: 11-12.2, 11-12.4, 11-12.5, 11-12.6, 11-12.7

Common Core Number and Quantity Standards: 6

Information and Communication Technologies Knowledge and Performance Anchor Standards:
2.0, 3.0, 4.0, 5.0, 7.0, 8.0, 9.0, 10.0

Information and Systems Development Pathway Standards: C3.0-10.0

A. In this unit, students will take the next step in the Agile software development life cycle, creating a minimum viable product. The focus of this unit is to develop a working product with an emphasis on speed of development, so students can receive feedback from their customers and target market as fast as possible. Students will apply their knowledge of the Agile software development life cycle to their workflow, operating in short iterations of the product called sprints. In this first phase, working effectively as a group will be emphasized as students adapt to the workflow in a group environment. Students will adhere to the rigorous requirements of industry standard software development practices, including sprint retrospective reports, the daily stand-up, sprint planning meetings, creating burndown charts, and otherwise.

B. *Key Assignment:* Set up version control (git)
The student must set up a version control system for their project using git. Students will learn and apply the following topics regarding version control systems:

- Creating and using git repositories
- Version control workflow concepts, such as commits, branches, and merges
- Version control best practices, as used in the industry
- Hosting repositories on a remote server, such as github.com

Key Assignment: Sprint Planning

Students will demonstrate their knowledge of smart, iterative goal setting techniques in software development with their bi-monthly sprint planning meetings and corresponding meeting notes. Students will be expected to meet bi-monthly in their respective teams to plan out the upcoming sprint. This will include assigning specific tasks from the requirements document outlined during the planning stage to be completed within a set date. A document outlining each planning meeting will be assessed and kept by the team for reference.

Key Assignment: Sprint Review

Students will use class time to reflect on a sprint cycle once it is completed, addressing topics such as the degree to which the group was able to complete their goals, how effective they were at completing their goals, what specific methods worked during the cycle and what didn't, along with other points of reflection. Students will be required to

write a document outlining these reflection meetings both for assessment and for future reference.

Key Assignment: Code Review

Students will participate in a quarterly, in depth code review. The code reviews will be performed by their peers, assessing the extent by which the code they wrote for their software adheres with software development best practices, and whether or not it is properly commented and documented. This will be conducted in accordance with real business practices, and will prepare students for code reviews in the job market.

Unit 5: **Product Design**

(3 weeks)

STANDARDS

Common Core Language Standards: 11-12.5, 11-12.7

Common Core Writing Standards: 11-12.2, 11-12.4, 11-12.5, 11-12.6, 11-12.7

Common Core Number and Quantity Standards: 6

Information and Communication Technologies Knowledge and Performance Anchor Standards: 2.0, 3.0, 4.0, 5.0, 7.0, 8.0, 9.0, 10.0

Information and Systems Development Pathway Standards: C3.0-10.0

A. This unit will build upon the habits and practices of the previous unit, staying true to Agile software development practices such as iterative development, weekly sprint plannings/retrospectives, and the daily stand-up. While students had previously concerned themselves with developing their products focused on the speed of development of new features, this unit shifts the focus towards the usability of their product towards a wide audience. Students will be instructed on the basics of graphic design, the principles of design, and front end development using the languages HTML, CSS, and Javascript. Students will demonstrate the importance of accessible design to the marketability of a product, as well as understanding the steps needed to create an intuitive interface between humans and technology. Accessibility needs for all users will an emphasis of development, including those with visual or auditory impairments, those with disabilities, and those speaking languages other than English.

B. *Key Assignment: Ensuring Accessibility Standards*

Students will take the necessary steps to design their application in a way that is accessible to all users. This will include steps such as ensuring their software is accessible to languages other than English, by those visually or physically impaired, or those mentally impaired.

Key Assignment: Achieving Design Standards

Students will apply their knowledge of graphic and web design to their products to ensure their product is both visually appealing and functional to their user base. This includes design specifications such as making sure that their app is functional on multiple browsers, or making sure their app is has full, frictionless navigation.

Unit 6: **Product Refinement**

(3 weeks)

STANDARDS

Common Core Language Standards: 11-12.5, 11-12.7

Common Core Writing Standards: 11-12.2, 11-12.4, 11-12.5, 11-12.6, 11-12.7

Common Core Number and Quantity Standards: 6

Information and Communication Technologies Knowledge and Performance Anchor Standards:
2.0, 3.0, 4.0, 5.0, 7.0, 8.0, 9.0, 10.0

Information and Systems Development Pathway Standards: C3.0-10.0

A. Now having a product which is both functional and usable, students will now make the necessary steps to ensure the longevity of their product. Students will continue to work on their product with necessary additions intended to reduce the maintenance needed to keep their project functional to an absolute minimum, and if this maintenance is necessary, ensure that it is able to be achieved even by someone not originally related to the project. Students will have previously learnt software development and coding best practices in the past, and this unit will develop on this with a focus on making the product fully robust. To develop a fully robust product, students must add rigorous documentation to their product, as well as a fully realized testing suite. Students must also make sure that their code is fully commented, so others can easily read and understand their code in the future.

B. *Key Assignment:* Build a test-suite
Students will implement an industry standard test suite to ensure proper reliability of their projects. Students will apply their knowledge of test suites, the best practices for building them, and how to use these test suites to maintain the application. Students will also apply industry standard software development testing practices such as test-driven development, or writing their tests before writing their code.

Key Assignment: Documentation

Students will be required to thoroughly document their projects to ensure that their project is understandable for others. They will learn to write documentation that is readable and thorough. Students will be able to write their code alongside documentation in a way that people unrelated to the project could understand. This will also include thorough, robust commentary of their own code throughout their project.

Section 3-Launch and Personal Marketability

Unit 7: **Project Launch**

(6 weeks)

STANDARDS

Common Core Language Standards: 11-12.5, 11-12.7

Common Core Writing Standards: 11-12.2, 11-12.4, 11-12.5, 11-12.6, 11-12.7

Common Core Number and Quantity Standards: 6

Information and Communication Technologies Knowledge and Performance Anchor Standards:
2.0, 3.0, 4.0, 5.0, 7.0, 8.0, 9.0, 10.0

Information and Systems Development Pathway Standards: C3.0-10.0

- A. By this point in the year, students will have created a fully realized application which addresses the need in the community or otherwise which they identified in the beginning of the year. Ensuring that they have created a functional product which adheres to rigorous design standards and includes a full test suite with documentation, students will launch the software they built into the world. During this period, their software will begin to be used in the environment it was intended, and students will use this increased range of feedback to fix any bugs which arose from this increased usage. The goal of the time allotted in this unit is to manage their app in a real world production environment, ensuring that it is capable of being functional for years in the future, and fixing any issues which arise if it isn't.
- B. *Key Assignment 1: Delivery*
Students will take the necessary steps to ensure that their product launches in accordance with the specifications of the client. This includes adhering to the timeline requirements of the customer, as well as the requirements and scope of the project initially outlined by the students, the customer, and stakeholders. The students will be assessed on their fulfillment of the customer's software needs.

Key Assignment: Set up a channel of post-delivery maintenance

The student will formalize the maintenance procedures necessary to ensure the continued practicality of the product. This may include monitoring data logs and pushing software updates regularly.

Unit 8: **Final Project**

(3 weeks)

STANDARDS

Common Core Language Standards: 11-12.5, 11-12.7

Common Core Writing Standards: 11-12.2, 11-12.4, 11-12.5, 11-12.6, 11-12.7

Common Core Number and Quantity Standards: 6

Information and Communication Technologies Knowledge and Performance Anchor Standards: 2.0, 3.0, 4.0, 5.0, 7.0, 8.0, 9.0, 10.0

Information and Systems Development Pathway Standards: C3.0-10.0

- A. With students now having the experience of the entire software development life cycle, from client acquisition to production, students will now prepare an industry recognized portfolio and resume showcasing their work. They will be required to create an electronic portfolio hosted on github, as to be most accessible to employers in the software development industry. This portfolio will highlight the level of mastery of software development they have developed over the course of the year. Students will also be required to write an article showcasing their experience in the class to be published on the CV Enterprises website to be used by future students.

- B. Key Assignment: Students will develop a personal portfolio and resume hosted online, and thus marketable to the general public. This portfolio will be hosted on github.com with their free hosting platform, and will thus be accessible by the large software development community on github. Students will need to apply ideas of web design and version control they have learned for their own personal portfolio website to market themselves in a way which is both substantively and visually appealing to potential employers. The student will be assessed on the quality and thoroughness of their personal portfolio.

Key Assignment: Students will prepare an article which reflects on the experience they had during the year in developing their software. Focuses of this article could include describing a development technique they used which helped them, a reflection on how the course has impacted them, a reflection on their plans for the future, or otherwise. This article will be hosted on the CV-Enterprises website, and allows students to both reflect on what they learned during the year and help students in the future.

Text Books/Reading List

"Ruby on Rails", Michael Hartl, Addison Wesley Professional, 2016

"Cracking the Coding Interview: 189 Programming Questions and Solutions 6th Edition", Gayle Laakmann McDowell

"The C Programming Language", Brian W. Kernighan and Dennis M. Ritchie

Glendale Unified School District

High School

Date

(Meeting date will be typed in after Board Approval)

Department: Career Technical Education

Course Title: Robotics Team Project 1-2

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

Grade Level(s): 9-12

School(s)
Course Offered: Clark Magnet High School

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

Co-requisites: Integrated Math 2 or Higher

Integrated
Academics
(Y/N) Yes

Recommended
Prerequisite: Physics (Recommended)
Algebra 1 or Integrated Math 1 (Recommended)

Course Overview: Robotics Team Project 1-2 is the first course for the Engineering and Architecture industry sector, Engineering Design Technology pathway. This laboratory-based integrated course is designed to support and facilitate student participation in the annual global FIRST Robotics Competition. Students will gain problem-solving abilities in engineering, robotics, computer programming, and business applications as they learn and apply the principles of engineering and manufacturing to this multifaceted competitive team project that emphasizes learning by doing. The student-centric design of the classroom lab environment promotes collaborative learning in small teams and personal skill development in particular specialty areas while allowing students to gain introductory knowledge in all areas of the course. The Robotics Team Project 1-2 course serves as a foundation for students to advance to the Honors Robotics Team Project 3-4 course in the following year.

Course Content-First Semester

Unit 1: Industrial Safety

(6 weeks)

STANDARDS

Engineering and Design

Standards C 1.0

Key Standards: 1.1, 1.2

Common Core State Standards: RLST 11-12.2

- A. In this unit, students learn industry-standard safety practices and procedures while gaining an understanding of the personal protective equipment used in each specific work process. General lab safety instruction includes lessons about evacuation routes and procedures, maintaining a clean and orderly workspace, use of compressed air, material safety data, locations of first-aid kits and fire extinguishers, lifting, and working with stored energy. A lesson on personal protective equipment discusses eye and ear protection, proper work attire, respiratory protection, and entanglement hazards.
- B. Potential hazards in the lab are identified and proper use practices are emphasized for all equipment contained within the lab. These practices involve becoming familiar with safety mechanisms, controls, and guards related to specific machine tools, handling raw materials, securing work pieces, and inspecting the condition of tools prior to beginning work. Students then learn about safety precautions during work with machines such as avoiding distractions, maintaining one operator in control, and keeping hands away from machines that are powered on. Students apply their understanding of safety procedures by analyzing their own behaviors and identifying and preventing others from conducting potentially unsafe behaviors.

Unit Assignment(s): All students must pass a safety exam with a score of 90% or better before they are allowed to work in the lab. The exam is comprised of 60 multiple-selection questions covering all of the topics learned in the industrial safety unit including both general safety precautions and machine or process-specific precautions. Incorrect answers are re-evaluated and analyzed to clear any points of confusion or misunderstanding among students, to ensure the safety of everyone in the lab. All students must demonstrate their proficiency in safety on a continual basis as evaluated by ongoing formative safety reviews.

Unit 2: Electronic Data Management

(6 weeks)

STANDARDS

Engineering and Design

Standards: C1.0, 3.0, 4.0

Key Standards: 1.1, 3.1, 4.1

Common Core State Standards: RLST 11-12.2, F-IF-1

- A. Students will learn how to utilize, organize, manage, and maintain electronic data stored in a variety of locations. An emphasis is placed on following industry standard multi-user collaborative workflows while maintaining the preservation of original works and managing data revision history. Students will learn what a network file server is, the basics of data storage, redundancy, and backup. Students will utilize CIFS network shares, folder directory structures, and file naming conventions on a shared network server.
- B. Additionally, students will learn to utilize a PDM server workflow through the use of Autodesk Vault software to maintain data integrity with Computer-Aided Design data in a multi-user project. Finally, students will learn how to import third-party electronic data from external sources such as online downloads into local and private server locations. After acquiring the aforementioned skills, students will spend substantial time to practicing the workflows including cross-site workflows and the transfer of data between on-site and off-site locations.

Unit Assignment(s): Students will be assessed in their electronic data management skills through a hands-on performance exam in which the student will physically demonstrate the following skills using a computer:

- Authenticate with the network file server using provided credentials, and map network shares as local drives.
- Navigate to a specified directory location at least five sub-folders deep within the directory structure.
- Copy data from one network location to another, appropriately organizing and naming the copy.
- Create CAD data, check it into the PDM server, verify another user's edits, and check the file back out to resume editing.
- Import downloaded data to the PDM server.
- Verbally explain the difference between a local drive and a network server indicating the use, benefits, and downsides of each.

Unit 3: **Basic Computer Aided Design**

(6 weeks)

STANDARDS

Engineering and Design

Standards C3.0, C4.0, C5.0

Key Standards 3.1, 4.1, 5.1

Common Core State Standards: F-IF-1, G-CO-12, LS 11-12.4

- A. Students will use the fundamentals of three-dimensional computer-aided design using parametric solid modeling software Autodesk Inventor. First, students will become familiar with the software interface including view navigation tools, the contextual ribbon bar, and the feature browser panel. Students will learn file types such as parts, assemblies, and drawings.
- B. Students will begin with two-dimensional sketches drawn with geometric features such as points, lines, arcs, and polygons while utilizing geometric constraints such as parallel,

perpendicular, collinear, equal, and tangent. Sketches will be transformed into three-dimensional solids using commands such as extrude and revolve.

- C. Additional three-dimensional features will be employed such as holes, fillets, and chamfers. Students will learn how to view models from the three primary orthographic views and sketch on multiple planes. Finally, students will learn how to create assembly models of multiple parts by utilizing assembly mates and relationships.

Unit Assignment(s): Using a provided physical reference model, students will create a three-dimensional computer model of a robot gearbox. The assembly will consist of custom modeled plates and axles of the student's own design created from sketches, extrusions, fillets, chamfers, and hole features. Dimensional accuracy of the digital model of the gearbox plate will be checked to ensure proper placement of hole locations. Students will constrain their custom modeled plates and axles in a digital assembly with provided models of motors, bearings, and gears using assembly mates and relationships. The assembly model will be checked for proper placement of components, all components fully constrained, no component interference, and no inconsistent relationships between mates.

Unit 4: **Mechanism Prototyping and Fabrication**

(6 weeks)

STANDARDS

Engineering and Design

Standards C2.0, C3.0 , C6.0

Key Standards : 2.1, 3.1, 3.2 , 6.1

Common Core State Standards: SEP-2, SEP-3, SEP-4,

- A. In the Mechanism Prototyping and Fabrication unit, students will develop a potential solution to the challenge of acquiring, manipulating, and ejecting a physical object as described in the Engineering Challenge Analysis unit. To do so, students will construct physical prototypes of mechanisms from a variety of materials such as wood, plastic, and aluminum by applying multiple fabrication methods such as plasma cutting, saw cutting, drilling, sanding, bending, laser cutting, TIG welding, and CNC router cutting.
- B. Both manual and computer-driven machinery will be used in conjunction with both manual sketches and measurements and 3D CAD models. Prototypes will undergo multiple iterations and refinements while students perform scientific data collection to analyze the device's accuracy and repeatability while identifying potential failure points. Key dimensional design parameters will be determined through a series of tests and iterations of the design.

Unit Assignment(s): Students will demonstrate their physical mechanism prototype in operation. The mechanism will be made from multiple materials, be produced via multiple fabrication methods, and may contain an assemblage of off-the-shelf components such as motors, gearboxes, sprockets, chains, wheels, and belt drives. The student will produce a written log of the results of testing the device over multiple trials, a written indication of any design revisions or changes, and speculation as to the source of any error

and recommendations for improvement of the device.

Unit 5: **Precision Manufacturing**

(6 weeks)

STANDARDS

Engineering and Design

Standards C4.0, 5.0, 6.0

Key Standards 4.2, 5.4, 5.5, 6.1

Common Core State Standards: SEP-4, SEP-5, 11-12.10

- A. Students will be introduced to the concepts of milling and turning and the various tools and technology associated with each. Students will learn about the machine's axes of motion and workpiece fixturing devices such as chucks, collets, vises, and clamps. Students will gain familiarity with operating all of the machine controls for a standard Bridgeport-type milling machine and a standard 14x40 size engine lathe. Speeds and feeds will be covered as well as depths of cuts, types of cutting tools, and roughing and finishing passes.
- B. Students will learn how to establish work origin points using an edge finder and other techniques and will use the digital readout to produce a part to provided specifications. Students will learn to use precision measuring devices such as dial and digital calipers to verify dimensional accuracy of the workpiece after machining operations.

Unit Assignment(s): In the first semester, students will use the knee mill and engine lathe to produce one milled bracket with hole features and one lathe-turned axle. The parts will each be produced from aluminum bar stock and will have threaded hole features. The parts must meet the dimensions on the provided drawing within a tolerance of +/- .003 inches. During the second semester, students will continue using the lathe and mill to create additional robot components such as hubs, axles, plates, box tubes, pivots, and brackets.

Unit 6: **Basic Mechanical Assembly**

(6 weeks)

STANDARDS

Engineering and Design

Standards C5.0, C6.0, C8.0

Key Standards 5.1, 6.1, 8.1

Common Core State Standards: G-GMD-5

- A. Students will learn how to assemble robot mechanisms using tools such as arbor presses, mallets, rivet pullers, wrenches, and hex drivers. An emphasis will be placed on parts inventory control and order of operations in assembly. Students will use a variety of fasteners such as rivets and socket head cap screws. Lubricants and retaining compounds will be covered, and students will develop a feel for proper torque of fasteners.
- B. Students will understand the difference between inch and metric fasteners and will be able to visually identify fasteners with common thread types such as 10-32 or 1/4-20.

Students will learn how to measure and manufacture an ANSI roller chain to length and install the master connecting link.

Unit Assignment(s): Students will use various tools and fasteners to assemble a variety of robot mechanisms such as planetary gearboxes, spur gearboxes, riveted sheet metal components, and mechanisms containing bearings, belt drives, and chain drives. The correctly assembled and functioning mechanical assembly with all fasteners properly installed will demonstrate the student's proficiency in this area.

Course Content-Second Semester

Unit 7: Basic Electrical Wiring

(5 weeks)

STANDARDS

Engineering and Design

Standards C3.0, C4.0,

Key Standards 3.2, 4.1, 4.2

Common Core State Standards: SEP-4

- A. Students will understand American Wire Gauge and the tools and techniques used in assembling electrical wiring such as crimpers, wire strippers, and cutters. Students will learn how to measure and cut the wires to length, strip the insulation to an appropriate length, and properly crimp and assemble connectors such as Anderson PowerPole type connectors.
- B. Students will learn Ohm's law and that larger diameter wires have less resistance than smaller diameter wires. Students will learn the difference between AC and DC current, identification of positive and negative voltages, and the role of circuit breakers in an electrical circuit.
- C. Students will learn how to insert wires to WAGO style connectors and will learn how to use a digital multimeter to check for continuity, short circuits, and open circuits in different segments of an electrical system.

Unit Assignment(s): Students will wire the main power distribution system of a competition robot while meeting the following standards:

- Polarity is correctly indicated by wire color.
- Wire gauge is the appropriate size for the load, or as specified.
- Loads are connected to circuit breaker sized appropriately for the load.
- Connector terminals are fully seated within housings.
- Wires are stripped to appropriate lengths, and no bare copper strands are left exposed.
- Crimp connections appear proper and strong.
- The length and routing of the wiring is appropriate, neat, and orderly.
- The system has no short circuits or other faults and operates nominally.

Unit 8: **Pneumatic Systems**

(5 weeks)

STANDARDS

Engineering and Design

Standards 4.0, 5.0

Key Standards 4.1, 4.2, 5.1

Common Core State Standards: CC-2, CC-3

- A. Students will understand that pneumatic systems use compressed air as an energy source and are able to provide bi-directional mechanical motion of mechanisms with a force proportional to the product of the pressure and the area upon which the pressure acts. Students will realize that larger diameter air cylinders create more force, but consume more air. Students will learn to make conjectures about air consumption by applying their understanding of the ideal gas law to a pneumatic system that operates at a lower working pressure than the pressure stored in tanks.
- B. Students will understand the role of each of the major components in a pneumatic system including the compressor, accumulators, regulators, gauges, ball valve, pressure relief valve, pressure switch, flow controls, solenoid valves, and cylinders. Students will become familiar with various styles of push-to-connect fittings and will be able to visually identify 1/8 NPT and 1/4 NPT threaded fittings. Students will understand the difference between single-acting and double-acting solenoid valves and be able to select the appropriate valve for the application.

Unit Assignment(s): Students will assemble and install a complete functioning pneumatic system to the robot vehicle that contains all the proper components and is free of leaks. The student will verbally be able to explain path the air flows throughout the entire system, starting from the compressor, working through the tanks, regulator, and valves and ending up at the cylinders. The student will correctly identify what pressure each segment of the system operates at and will correctly identify which valves operate which cylinders.

Unit 9: **Introduction to Controls and Software Development**

(5 weeks)

STANDARDS

Engineering and Design

Standards 2.0

Key Standards 2.1, 2.2, 2.3

Common Core State Standards: SEP-1 - SEP-5

- A. Students will learn the essentials of control systems as they pertain to implementation upon a FIRST competition robot. Topics will include wireless network communications, operator console configuration, software deployment from the integrated development environment, and utilization of the WPI code libraries in conjunction with the Java programming language.

- B. Students will learn how to read control inputs from USB devices on the operator console and proportionally map them into commands that control the robot's motors and actuators as outputs. Students will learn the basics of object-oriented programming, logical structures, variable types and definitions, loops, functions, and timers. After learning how to program the robot for direct teleoperated control, students will experiment with autonomous control via dead reckoning techniques based on time and distance.

Unit Assignment(s): Students will develop two robot programs written in the Java language. One will be for teleoperated control, and one will be for autonomous control. The teleoperated control program will demonstrate logical mapping of the operator's controls as inputs to the robot's motors and pneumatic actuators as outputs. The autonomous program will demonstrate that the robotic vehicle, without human input, can drive forward a specified distance, turn a specified angle, actuate a mechanism for a specified amount of time, and actuate a pneumatic cylinder at the correct time in the routine. The autonomous program will be shown to be repeatable when run through multiple trials.

Unit 10: **Event Logistics Operations**

(5 weeks)

STANDARDS

Engineering and Design

Standards C1.0, C2.0,

Key Standards 1.1, 2.2

Common Core State Standards: ETS1.A, ETS1.B, 11-12.4

- A. This unit focuses on the physical logistics associated with travel to competitive robotics events. Students will learn to prepare checklists, complete necessary paperwork, and gather and pack tools, supplies, and support equipment needed for the event. Students will learn how to handle, roll, maneuver, and secure both heavy and delicate cargo while loading and unloading the support equipment cargo trailer that travels to competition events. Students will become practiced in operating load-securing devices such as ratchet straps.
- B. An emphasis is placed on proper packing and handling techniques to avoid damage to equipment. Students will learn how to assemble a 10x10 expo booth containing numerous multimedia displays and multiple pieces of support equipment for the robot vehicle.

Unit Assignment(s): Students will be provided a 1-hour time to pack and stage equipment at the school lab, a 1-hour time to load the cargo trailer, a 30-minute time to unload at the event, and a 2-hour time to set up the expo booth at the event. Within these allocated times, students will demonstrate the following proficiencies:

- Equipment packing and staging is orderly with nothing left behind. Written checklists are used.
- The trailer loading demonstrates proper item placement for weight distribution over the tongue and axles.
- Cargo is secured in a fashion such that it cannot move, and will not experience

- damage due to highway vibration
- Equipment is unloaded expediently at the event venue.
- Rolling equipment is handled with care on slopes, through doorways, and across thresholds.
- The expo booth area setup is completed within the 2-hour window including flooring, carts, banners, lights, electrical cabling, and multimedia displays.

The Event Logistics Operations unit repeats a minimum of three times annually.

Unit 11: Graphic Design and Marketing

(5 weeks)

STANDARDS

Engineering and Design

Standards C1.0, C11.0,

Key Standards 1.1, 11.1, 11.2

Common Core State Standards: RLST- 11-12.7, PE-12.1

- A. Students will learn the difference between raster and vector images and will learn how to convert a raster image to vector by multiple methods including edge detection, brightness cutoff, and color quantization. Students will use Adobe Illustrator and Inkscape software to manipulate vector images and prepare them for cutting on a computer-controlled vinyl cutter or printing on a professional color laser printer with booklet maker.
- B. Students will also learn how to prepare graphics for screen printing, and work to arrange team sponsor logos and graphics in a visually appealing way for printing to team t-shirts and informational brochures. Students will learn the concepts of measurement, scale, aspect ratio, and proportion as they manipulate vector graphics. Students will apply and adhere to a brand standard consisting of fonts, color selections, and logo usage guidelines to maintain the team's established brand.

Unit Assignment(s):

Printed Brochure - Students will design and produce an 8-page printed and v-folded brochure containing photos and informational text about the robotics team to serve as a recruitment tool for new students. The student will learn how to arrange graphics on a page layout, select colors, and prepare the file for printing, and configure printing options for a color laser printer with professional booklet maker. The brochure will be proofread and free of spelling, grammatical, and graphical errors.

Vinyl logos -Students will produce adhesive-backed vinyl logos using from a vector graphic file using a computer controlled cutting machine. Students will learn how to weed the negative space in the logos, apply transfer tape, and apply the logos to a vehicle while maintaining alignment and ensuring the application is free of bubbles and wrinkles.

Unit 12: **Photography and Videography**

(5 weeks)

STANDARDS

Engineering and Design

Standards C1.0, 11.0

Key Standards 1.2, 11.1, 11.2

Common Core State Standards: RLST- 11-12.7, WS-11-12.6

- A. Students will document their work and experiences through all aspects of the robotics team project using both photos and videos. Students will learn how to compose and frame their shots, what sort of things and moments make an appealing image, and what to leave out of images. Students will become proficient at operating digital camera equipment and will understand terminology such as zoom, focus, exposure, brightness, ISO setting, resolution, compression, codec, file type, and file size.
- B. Different students will be tasked with photography and video recording different aspects and elements of the robotics project and competition experience, for ultimate use by students in the Honors Robotics Project 3-4 class, who will then produce finished works from the raw stills and footage collected. Students will provide each other feedback about the quality of their images as they work to develop an eye for what looks "good."

Unit Assignment(s): Students will deliver a collection of their "20 best" photos and video segments which they will load onto the team's centralized file server. In order to accomplish this task, students will have to spend significant time sifting through their collection of photos and videos gathered throughout the year and pulling out only those that are truly worthy or unique enough to be included within the "20 best" classification. Through this self-review process, students will develop a sense of what composes a quality and meaningful photographic or video image.

Unit 13: **Data Collection and Strategic Planning**

(5 weeks)

STANDARDS

Engineering and Design

Standards C2.0, 5.0

Key Standards 2.2, 5.1

Common Core State Standards: CC- 1-2, SEP-4, SEP-5

- A. This unit takes place at the robotics competition events using a web-based computerized system developed by the students. Students will observe robotics competition matches, input data to the online system, and collaboratively create a massive dataset of "scouting data" comprised of multiple competitive match performance attributes for each of the six teams competing over a series of approximately 100 competition matches. When complete, the dataset will feature more than 3,000 data points.
- B. Students will use techniques of statistical analysis to analyze the trends of competing teams through looking at averages, minimums, maximums, and performance graphs over time which will indicate consistent, rising, or declining performance. The results of the

analysis will be used to plan a strategy for upcoming matches in which our own team competes.

Unit Assignment(s): The major assignment for this unit is creation of the massive scouting dataset. Students must attentively observe the competition matches and accurately input the observed data into the system. Any errors or omissions in the data set can lead to false averages, so the entire set is checked for accuracy on an ongoing basis. On a regular basis throughout this process, students will verbally report approximately 10 times on the analysis of a set of 5 teams competing in the same match as our own. The duration of this instructional unit lasts 2.5 days over approximately 20 hours at the competition event. This unit repeats three times annually.

Unit 14: Vehicle Performance Demonstration

(5 weeks)

STANDARDS

Engineering and Design

Standards C1.0, C2.0,

Key Standards 1.1, 2.1, 2.2, 2.3

Common Core State Standards: CC-2, CC-6,

- A. At multiple points throughout the school year including at two official and one or more unofficial competition events, students will demonstrate the performance of the robotic vehicle they designed and manufactured through a series of tournament matches against other teams. In total, the robot will compete in a 2.5-minute competition match approximately 50 times in one year. Preparing the vehicle for each competition match is a significant effort requiring strategic planning and communication with the other teams competing, systems checks of every mechanism and subsystem on the vehicle, regular maintenance of fasteners and drive systems, repair of damage due to collisions, and loading and verification of new software updates.
- B. During each competition match, student drivers and operators are commanding the vehicle's motions to perform a certain task, while other students are taking video and collecting data. After each match, the data and video is reviewed, and adjustments are made for the next competition match.

Unit Assignment(s): The assignment for this unit really consists of the team of students fielding a successful vehicle that performs well in the tournament over a series of approximately one dozen competition matches. Through this process, students learn the value of teamwork, determination, and continual improvement through iteration. The measurable result of their efforts is the win-loss record of the team at each tournament.

Glendale Unified School District

High School

Date

(Meeting date will be typed in after Board Approval)

Department: Career Technical Education

Course Title: Honors Robotics Team Project 3-4

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

Grade Level(s): 10-12

School(s)
Course Offered: Clark Magnet High School

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

Co-requisites: AP Physics (Recommended)
Computer Programming or AP Computer Programming (Recommended)

Integrated
Academics: Yes
(Y/N)

Recommended
Prerequisite: Robotics Team Project 1-2 (Required)

Course Overview: Honors Robotics Team Project 3-4 is the capstone course for the Robotics pathway. This laboratory-based integrated course is designed to support and facilitate second-year student participation in the global FIRST Robotics Competition. Students enrolled in this course will have previously completed the Robotics Team Project 1-2 course. Students will build upon foundational knowledge from the prior course by performing advanced level work in the areas of engineering, manufacturing, programming, and team project management. The student- centric design of the course and physical classroom lab environment promotes collaborative learning in small teams and advanced personal skill development in specialty areas while allowing all students to be involved with all aspects of this multifaceted competitive team project. Students in this Honors Robotics Team Project 3-4 course will have the opportunity to lead, guide, and mentor first-year students in the Robotics Team Project 1-2 course while embracing a learning-by-doing approach.

Course Content-First Semester

Unit 1: Advanced Engineering Challenge Analysis

(3 weeks)

STANDARDS

Engineering and Design

Standards C 1.0

Key Standards : 1.1, 1.2

Common Core State Standards: RLST 11-12.1, 11-12.7

- A. In this unit, students will analyze an advanced engineering challenge to which they will later design a solution in the form of a robotic vehicle to compete in a sports-like tournament. The challenge will include terrain, manipulation and relocation of physical objects, and navigation within a tournament arena with an emphasis on speed, reliability, and efficiency in all aspects of addressing the challenge. Students will read and interpret a detailed set of specifications in a provided technical manual and set of more than 100 engineering drawings to gather and understand key dimensional parameters of a robot competition tournament arena including the dimensions of physical objects to manipulate, terrain obstacles such as ramps or steps, scoring locations, the arena perimeter, interactive elements, and heights of various objects above the ground plane. Using these dimensional parameters, students will understand the scope of the challenge and what types of mechanized motions will be needed to address the challenge.
- B. A strong emphasis is placed on time-based motion studies including vehicle route planning, sequences of events, and game scoring strategy. Students will work in collaborative teams to simulate time-based tournament match scenarios through multiple iterations to evaluate all possible outcomes based on strategic prioritized design choices. Students will consider differences in autonomous and teleoperated modes of control while developing strategies and sequences for robotic tournament match play

Unit Assignment(s): As a whole, the class will collaboratively develop a spreadsheet listing of all key dimensional parameters of the robotics tournament arena. After working in small groups to understand the challenge and formulate strategies to address it, students will then individually present an oral defense of their findings on robot starting location, navigation routes, object manipulation, scoring strategy in both autonomous and teleoperated modes, terrain and mobility considerations, and time-based scoring potential. Students will use a projected image of the tournament arena onto a dry erase board to draw, outline, and communicate their findings, determinations, and proposed strategies. After all students have presented, the floor will be open for debate and deliberation for whatever time necessary until logical consensus is reached as to the optimal strategy to address the challenge. The deliberation

is not bound by a class schedule and continues until all aspects of the challenge are thoroughly understood and analyzed, all arguments have been heard and deliberated, and consensus is reached through logical fact-based engineering findings. Through this process, students will learn how to analyze an engineering challenge and defensibly communicate strategic alternatives through the presentation of evidence-based argument

Unit 2: **Conceptual Design & Systems Thinking**

(3 weeks)

STANDARDS

Engineering and Design

Standards: C1.0, 3.0, 4.0

Key Standards: 1.1, 3.1, 4.1

Common Core State Standards: RLST 11-12.2,

- A. Prioritizing the strategies achieved by analysis and consensus in the previous unit, students will begin to conceptually design a robotic vehicle to address the challenge by using a systems thinking approach. Students will consider the vehicle as a whole while exploring the interrelatedness and interdependencies between the various onboard subsystems such as the mobility system, multiple object-manipulation mechanisms, electronics, pneumatics, and auxiliary mechanisms. Students will determine key vehicle design parameters such as length, width, height, wheelbase, track width, ground clearance, center of gravity, wheel diameter, wheel quantity, gear ratios, areas of significant loading and load paths, and placement of structures, mechanisms, and joints. Students will also determine the quantity, type, and placement of actuators including motors and pneumatic cylinders, and placement of other required hardware such as the battery and onboard computer and electronics.
- B. Students will resolve conflicts between placement of subsystems while determining volumetric space allocations for each. Students will investigate and determine the path and sequence of events for the physical manipulation object to follow from the ground or receiving height into the vehicle, into an onboard storage or holding location, and out of the vehicle to the arena scoring location. An emphasis is placed on elegant design that exemplifies simplicity, robustness, and mechanical reliability while allowing for the integration of sensors and control. The possibility of multi-function mechanisms such as power take-off units that may address multiple aspects of the engineering challenge will also be explored.

Unit 3: **Computer Aided Design**

(3 weeks)

STANDARDS

Engineering and Design

Standards C3.0, C4.0, C5.0

Key Standards 3.1, 4.1, 5.1

Common Core State Standards: LS 11-12.4

- A. Building upon knowledge and experience in basic computer-aided design gained in the Robotics Team Project 1-2 course, students will employ the tools and techniques of the powerful industry-standard 3D parametric modeling software Autodesk Inventor to design a complete model of a competition robot vehicle. An emphasis is placed on product design management workflows including multi-user collaboration, integration of downloaded and original CAD data, multi-site work locations, and data organization. Students will develop original component and assembly designs based upon key parameters determined in the conceptual design phase of the project. Students will use advanced software tools such as in-assembly component editing, projected geometry, and adaptive links to establish and maintain dynamic relationships between components in assemblies. Students will learn and apply software features such as rectangular patterns, freeform modeling, work planes, and multiple visual styles while also becoming proficient with multiple keyboard shortcuts and a 3D mouse input device to enhance the design workflow.
- B. Students will set mass properties for components to develop a vehicle weight estimate on an ongoing basis while also employing lightweighting strategies in the design of all custom manufactured components. The student designers, having manufacturing knowledge, will embrace the concept of design for manufacturability while optimizing features such as fillet radii, hole locations and thread sizes, allowances between mating components, and selection of mechanical components such as bushings, bearings, belts, sprockets, pulleys, gears, and fasteners. Students will become familiar with navigating mechanical component vendor catalogs as they select components to use within their design. Finally, students will explore ways to enhance the aesthetic appeal of the design through CNC machining and other strategies

Unit Assignment(s): Students will develop a complete computer-aided design model of a competition robotic vehicle. The model, comprised of a large dataset of more than 100 files, will feature dozens of custom-designed components and dozens of off-the-shelf components, joined together in an assembly using proper constraints and relationships. Individual custom component part 3D models will be "ready for manufacture" with material, stock size selection and manufacturing method and tooling taken into consideration. Three-dimensional solid models will be accompanied by a printed

dimensioned and toleranced drawing when appropriate. The vehicle's systems will be designed to a high degree of detail including individual fasteners, all hole locations, sensor placement, mounting brackets, and electronics components. The top-level assembly file will be free from constraint errors, and all mechanisms will have a high-probability of successful function based upon the efforts taken in the CAD design.

Unit 4: **Advanced Mechanism Design**

(3 weeks)

STANDARDS

Engineering and Design

Standards C2.0, C3.0, C6.0

Key Standards: 2.1, 3.1, 3.2, 6.1

Common Core State Standards: SEP-1,

- A. In this unit, students will perform advanced and detailed design of object-manipulation mechanisms for the competition robot vehicle. The object is different each year, and in the past has been sports balls, plastic crates, Frisbees, large inflatable tubes, and other such objects. Students will select materials, specify fasteners and power transmission components, and calculate gear ratios. Students will investigate speed, torque, power, and current draw parameters related to the mechanism while selecting motors and will calculate air consumption if the mechanism is to be powered by pneumatics. A close look will be taken at specialty conforming wheels, friction and grip, and durometer of various rubber materials.
- B. Through iterative testing and experimentation, students will determine key quantities such as wheel spacing, pressure, force, and compression, and flywheel speed loss and recovery time. Within the various mechanism designs, students will routinely work with mechanical design components such as springs, bearings, pulleys, belts, axles, spacers, sprockets, gears, bearings, and hinges. Students will optimize the structure of the mechanism, hinge points, and load paths to prevent failure due to dynamic loading, cyclic fatigue, abrasion, and impact.

Unit Assignment(s): Students will use off-the-shelf components selected from vendor catalogs in conjunction with custom designed structures and components to design a complete assemblage of a mechanism to successfully manipulate a specified object. The mechanism will acquire the object reliably from various approach angles and speeds, hold it securely, and deposit the object to the specified scoring area in the tournament arena in a repeatable manner. Students will submit a physical prototype proof of concept model before later submitting a complete computer-aided design model.

Unit 5: **Advanced CNC Machining**

(3 weeks)

STANDARDS

Engineering and Design

Standards C4.0, 5.0, 6.0

Key Standards 4.2, 5.4, 5.5, 6.1

Common Core State Standards: CC - 3

- A. Students will use industry standard computer-numerically controlled (CNC) full size vertical machining centers, slant bed turret lathes, and 3-axis routers to produce mechanical and structural components from aluminum alloy and polycarbonate. Students will learn how to program high-speed machining toolpaths while optimizing speeds and feeds to reduce cycle time. Toolpath strategies employed include 2D and 3D adaptive machining, contouring, drilling, tapping, facing, chamfering, pocketing, and 3D surfacing. Students will become proficient in the setup and operation of the machines including tool setup, tool loading, jogging, setting work offsets, setting tool offsets, loading the program to the machine control, and verifying the program in a graphics preview. Machine G and M codes including canned cycles will be understood to the extent necessary to interpret programs generated from CAM software and to setup and operate the machine. Students will learn how to correctly interpret a job setup sheet while analyzing key program parameters such as origin point, stock offsets, speeds and feeds, depths, stock to leave, optimal loads, and maximum stepdowns.
- B. Students will learn how to set machine offsets using both advanced digital probing methods as well as classical feeler touch-off methods. Students will use a variety of workholding devices including vises, collets, fixture plates, specialty tape, and clamps to securely hold workpieces. Students will understand the concept of manufacturing tolerance, and apply appropriate precision measuring techniques using calipers, gage pins, micrometers, and height gages to verify that components produced meet the specified tolerance. Students will understand and utilize machine control cutter compensation to achieve close-tolerance precision fits of bearings in bores. Students will maintain the work area by performing machine washdowns and chip removal and topping the coolant regularly while checking its concentration using a brix refractometer. Once gaining proficiency in 3-axis milling, students will have the opportunity to explore 4 and 5 axis mill setup and programming as well as automated lathe production using a bar puller.

Unit Assignment(s): Throughout this unit, students will gain extensive hands-on guided and independent practice on machine and tooling setup and programming. Students will be given a 3D solid model of a machine component, and will then proceed to program toolpaths, generate a setup sheet and G-code file, setup the machine and tooling, and

machine the component, often involving two or more setups. The student will then inspect the first-article component for dimensional accuracy and report on his or her findings. If the component passes inspection, additional quantity of the same component will be produced. Over the course of the robot manufacturing project, the class as a whole typically produces in excess of 50 unique parts, each requiring tool path programming and machine setup, frequently with multiple operations and setups for each component.

Unit 6: **Advanced Electrical & Controls Wiring**

(3 weeks)

STANDARDS

Engineering and Design

Standards C5.0, C6.0, C7.0

Key Standards 5.1, 6.1, 7.1

Common Core State Standards: LS 11-12.5, RLST 11-12.4

- A. In this unit, students will build upon their basic understanding of dc circuits by learning how to wire controls systems. Students will learn the difference between analog and digital signals and will learn how to properly install wiring for a linear topology CAN bus circuit including specialized JST connectors. Due to the daisy-chain topology and single-point failure nature of the CAN bus network, inspection and reliability in crimping and wiring techniques is strongly emphasized.
- B. Additionally, students will learn how to wire PWM signals including fabricating cabling to custom length. Finally, students will learn how to wire various sensors such as mechanical switches, hall effect sensors, ultrasonic sensors, gyros, and accelerometers involving different voltages and signal types.

Unit Assignment(s): Students will apply appropriate techniques of cutting, stripping, crimping, and routing to assemble a multi-device CAN bus network. Additionally, students will install signal-level wiring to a robotic vehicle's onboard sensors using various gauges and types of wire. Finally, students will install wiring between multiple digital switch inputs and an interface controller on the robot operator's console board. Students will follow proper color conventions and wire terminations and employ use of strain reliefs for system reliability. Students will verify functionality and configuration of all connected electronics, sensors, and modules through software-driven testing procedures and visual quality inspections.

Unit 7: **Advanced Controls Systems and Software Development**

(4 weeks)

STANDARDS

Engineering and Design

Standards C3.0, C4.0,

Key Standards 3.2, 4.1, 4.2

Common Core State Standards: LS 11-12.3, RSL 11-12.4, ETS2.A

- A. In this unit, students will build upon their understanding of basic controls systems and software from the Robotics Team Project 1-2 course by implementing advanced software and controls algorithms. Students will use various code libraries as well as custom functions to successfully implement and tune proportional integral derivative feedback-based control loops. Students will perform iterative testing and refinement of PID control loops to determine optimized gain constants for maximum vehicle performance. Students will utilize a variety of sensors such as quadrature encoders, gyros, and accelerometers to provide sensory input to the software control algorithms.
- B. Additionally, students will develop code that utilizes time-based and equation-based acceleration and deceleration curves and throttle profiles to reduce shock loading to the robotic vehicle's mobility system and mechanisms while offering the operator a high degree of fidelity in control.
- C. Finally, students will experiment with camera vision and real time image processing using an onboard computer. Students will write code and configure settings to allow the vision subsystem to recognize specific objects or vision targets on a frame-by-frame basis in streaming video from the onboard camera. This data will then be passed to PID loops to control the vehicle's movements and actions. Students will experiment with multi-threading strategies to reduce latency and improve response in control.

Unit 8: **Traditional 3D Design**

(3 weeks)

STANDARDS

Engineering and Design

Standards 8.0, 9.0

Key Standards 8.1, 8.2, 9.1

Common Core State Standards: G-MG-1, G-GMD-5

- A. Students will learn about various techniques for conceptualizing art in three dimensions. Students will learn how to create two dimensional designs that consider three dimensional space. They will then use a variety of physical materials to create tangible designs.

- B. Students will create an original design of a fictional or mythological animal. They will observe reference images of animals and combine anatomical elements to create original forms. Students will consider multiple angles and perspectives to visualize their design. They will then build a physical model that adheres to that design. Students will analyze and reflect upon the process of conceptualizing art in both two and three dimensional spaces through written and verbal critique.

Unit Assignment(s): Using a competition robot vehicle, students will write and demonstrate the function of an advanced control system code that uses tuned PID loops to perform the following functions:

Uses gyro data to maintain direction heading and make accurate turns
Uses quadrature encoder data to allow a motor-driven mechanism to reach multiple set points while avoiding overshoot and oscillation.
Uses camera vision to acquire and track a predefined target or object.

Students will verbally describe the structure and function of the code while coherently detailing how sensor data is taken in and processed and how it is used to drive outputs. Students will explain the development and testing process used to reach the completed code and will make recommendations for future enhancements to the code.

Unit 9: **Collaborative Project Leadership & Management**

(3 weeks)

STANDARDS

Engineering and Design

Standards 11.0

Key Standards 11.1, 11.2

Common Core State Standards: WS- 11-12.2, 11-12.3

- A. In this unit, students will learn how to set SMART goals, how to structure and schedule goals into weekly tasks and objectives, and how to lead others in the acquisition of new technical knowledge. Students in this Honors Robotics Team Project 3-4 class will serve as sub-team leaders and student mentors to students in the Robotics Team Project 1-2 class. Students will understand the meaning and value of their own contributions in the bigger picture of the collaborative team projects while developing personal mastery of specific technical skills by teaching others.
- B. Students will learn to delegate and oversee work within their sub-teams while maintaining quality and timeliness in the work of the team as a whole. Student leaders will demonstrate and practice professionalism in the lab work environment while serving as role models for others. Students will realize the interdependencies between project sub-teams and will frequently communicate with adult volunteer mentors and other student sub-team leaders to resolve conflicts in project work scheduling. Students will set project

milestones which represent major hard deadlines for their sub-team work, and will reflect upon their performance in meeting these milestones.

Unit Assignment(s): Sub-team SMART goals, including a written description of how the goals meet the SMART criteria. Fall training weekly calendar, indicating specific objectives and deliverables. Collaboratively-developed project Gantt chart. This chart will reflect every calendar day of a six-week period of time during which the robotic vehicle is designed, manufactured, assembled, and tested. Every discrete step and task needed in the production of the robot vehicle will be indicated, sequenced, and scheduled. Students will color code date ranges to show early, on-time, and late scheduling and will indicate hard cutoff dates at which milestones must be completed for the project's success. Performance review. Twice annually, students will participate in an individual performance review meeting with the lead instructor and adult team mentors to analyze and reflect upon his or her performance as a student sub-team leader.

Unit 10: **Professional Communications & Presentation**

(3 weeks)

STANDARDS

Engineering and Design

Standards 11.0

Key Standards 11.1, 11.2

Common Core State Standards: WS- 11-12.2, 11-12.3 , SEP-6, SEP- 7

- A. In this unit, students will gain extended practice in written and verbal professional communication. Students will learn how to write and speak in a clear, coherent, and logical way that engages the audience. Students will learn to consider the audience to whom they are presenting and adapt their writing or speaking accordingly. Students will maintain a professional tone in both writing and speaking and gain confidence in interacting with adults.

Unit Assignment(s):

Students will complete the following activities and assignments during this unit:

Chairman's Award Submission Essay – Students will write a 10,000 character formal essay detailing the efforts of our school's robotics team during the past three years. The essay will describe the team's technical accomplishments, community involvement, and personal accomplishments within its own student population and alumni. Woodie Flowers Award Submission Essay – Students will write a 3,000 character essay describing their interaction with one of our team's volunteer adult mentors and how that mentor has inspired a respect and appreciation for engineering through excellent communication. Lab tour – students will guide distinguished guest visitors through a 15-minute tour of our engineering, robotics, and advanced manufacturing lab space. Students will describe the classes and projects that utilize the space as well as the various types of equipment

and technologies the space includes. Community Event Presentation – Students will present to members of the general public within the local community including individuals of all age ranges and backgrounds. Students will set up a display booth and interact with visitors to inform them about our school’s robotics team, competitive educational robotics, and STEM education and careers. Vehicle Technical Presentation – At the competition events, students will present the robotic vehicle’s design, manufacturing, mechanisms, and controls to a series of judges who are professional engineers working in industry. Students will detail the design’s concept and implementation while describing and demonstrating the vehicle’s functions and unique attributes.

Chairman’s Award Presentation – Students will prepare for and deliver a seven minute formal presentation to a panel of judges. The presentation may include visual aids but cannot use notes. The presentation will outline the team’s major accomplishments within its own student body and local community within the past three years.

Unit 11: **Vehicle Performance Tuning and Mechanism Iteration**

(3 weeks)

STANDARDS

Engineering and Design

Standards C3.0, C8.0, C9.0

Key Standards 3.1, 8.1, 8.2, 9.1, 9.2

Common Core State Standards: G-MG-3, SEP-4, SEP-5

- A. After the robotic vehicle and preliminary control software is complete, students will perform extensive performance testing, tuning, and refinement to the vehicle’s mechanical and software systems through a process of full-scale vehicle testing and iteration. Students will follow the scientific method while testing for reliability and repeatability of performance outcomes while changing only one variable factor at a time. Students will document and analyze results and make recommendations for improving the vehicle’s function either by further software development, redesign of mechanical components or systems, or both.

Unit Assignment(s): Students will submit an engineering testing log book that details the parameters and results of each iterative test. The log will demonstrate an understanding of the scientific testing process, exploration of the effects of multiple variable factors on overall performance outcomes, and convergence upon optimized results

Unit 12: **Visual Media Production**

(3 weeks)

STANDARDS

Engineering and Design

Standards C3.0, C4.0

Key Standards 3.1, 4.1

Common Core State Standards: LS 11-12.3, RSL 11-12.7

- A. Using a collection of raw still and video images gathered from the Robotics Team Project 1-2 class, students in the Robotics Team Project 3-4 class will edit and produce the images into finished works. Students will follow server-based workflows while managing and organizing extensive sets of digital media files. Students will learn how to use Adobe Premier, Adobe After Effects, and/or Avid Media Composer software to import, cut, and sequence still images and video footage while learning nonlinear nondestructive editing techniques. Students will apply the fundamentals of sequencing, audio level adjustment, timing, music selection, color correction, and other post-production strategies to produce finished works made of multiple scenes, stills, or sequences. An emphasis will be placed on creating finished works that not only are of professional quality, but also appeal to the viewer's emotions.

Unit Assignment(s):

Chairman's Award video – Students will produce a three minute video outlining the team's major accomplishments within the local community and its own student body. The video will feature multiple scenes, a written script, and voice overs.

Robot reveal video – This one minute video will feature multiple camera angles including wide shots, close shots, panning shots, and onboard video to detail the robotic vehicles design, mechanisms, functions, and movements.

End of year slideshow – This ten minute video slideshow will consist of at least 100 images chronicling the team's work over the school year. The video will feature the best photographs of thousands taken to tell the story of both struggle and success. Every student and every adult must be featured in at least one photograph. The slideshow will be broken up by major events or periods of the school year such as fall training, community events, build season, and competition, will be correlated to appropriate music, and will employ effective titles and transitions.

Honors Final Exam Details:

Students will document their progress on a weekly basis to incrementally work towards building a technical portfolio that will be turned in at the end of the year. Students will describe challenges, successes, and next steps in each work log entry. A strong emphasis is placed on organizing both written and visual evidence of tangible work products and/or processes in detail. The evidence gathered will show the project work at various stages of completion over a significant duration of time, indicating a progression of skills from intermediate to mastery level as documented not only by a weekly work log, but also by strong photographic and other visual evidence of work performed over time. Photos and images will be captioned, and the portfolio should also include significant technical vocabulary and detailed descriptions of systems and processes such that the outside observer would be able to gain a clear and comprehensive understanding of the work performed. The portfolio will feature a table of contents and page numbers. All documents in the portfolio will be type-written with the exception of original field-testing notes and will be professionally printed in a V-folded and stapled format. The printed portfolio may be supplemented by but not supplanted by digital or physical work when appropriate. The portfolio will conclude in an essay in which the student reflects upon his or her experience with the robotics team project over the prior year and discusses what worked, what didn't, and what recommendations should be considered for continuing work by students in the following year.

GLENDALE UNIFIED SCHOOL DISTRICT

October 22, 2019

INFORMATION REPORT NO. 5

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

PREPARED BY: Dr. Narineh Makijan, Coordinator III, Career Technical Education

SUBJECT: **Proposed Basic Textbooks for Use in Middle and High Schools
in the Area of Career Technical Education**

The proposed basic textbooks (Guide to Good Food: Nutrition and Food Preparation and On Cooking: A Textbook of Culinary Fundamentals) are submitted for review and discussion by the Board of Education. The books have been reviewed for content and evaluated by members of the Career Technical Education 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: Career Technical Education

Culinary 1-4, Grades 7-10
Guide to Good Food: Nutrition and Food Preparation, 14th ed.
by Largen/Bence
Published by Goodheart-Wilcox, 2018

Culinary 5-8, Grades 10-12
On Cooking: A Textbook of Culinary Fundamentals, 6th ed.
by Labensky/Hause/Martel
Pearson Education, 2018

TO SUPPORT 2019-2020 BOARD PRIORITY No. 1: Maximize Student Achievement
“Analyze and assess student data to strengthen attendance and personalize learning that builds college, career, and life readiness pathways for success.”

Glendale Unified School District
Information Report No. 5
October 22, 2019
Page 2

TO SUPPORT 2019-2020 BOARD PRIORITY No. 2: Create a Culture of Learning

“Support student learning with safe schools and programs that emphasize and increase inclusion, build positive relationships, and continue to enhance opportunities for life-long success.”

GLENDALE UNIFIED SCHOOL DISTRICT

October 22, 2019

INFORMATION REPORT NO. 6

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Dr. Kelly King, Assistant Superintendent, Educational Services
Dr. Cynthia M. Foley, Assistant Superintendent, Human Resources
Kristine Nam, Communications Director

SUBJECT: **Proposed New and Revised Board Policies Relating to
Community Relations, Personnel, and Instruction**

This report will provide the Board of Education with information on the need to create new and revise existing Board Policies BP 1112 (Media Relations); BP 4119.22/4219.22/4319.22 (Dress and Grooming); BP 6142.7 (Physical Education and Activity); BP 6145.6 (International Exchange); BP 6151 (Class Size); and BP 6161.1 (Selection and Evaluation of Instructional Materials) as recommended by the California School Boards Association (CSBA) and to comply with Education Code and federal and state laws.

BP 1112 – Media Relations

CSBA Update: July 2019
Last GUSD Update: December 2002

Board Policy 1112 has been revised based on the CSBA policy and pertains to District media relations.

BP 4119.22, 4219.22, 4319.22 – Dress and Grooming

CSBA Update: May 2019
Last GUSD Update: October 2006

Policy updated to reflect laws which allow employees to appear and dress in a manner consistent with their gender identity, gender expression, or religious creed. Also adds material regarding the communication of the District's dress and grooming policy to employees.

BP 6142.7 - Physical Education and Activity

CSBA Update: March 2016
Last GUSD Update: November 2018

During the Federal Program Monitoring visit, the District was asked to update language and legal references pertaining to equal access and opportunities and course of study for students exempted in grades 9-12 in Board Policy 6142.7 – Physical Education and Activity. It is recommended that the BP be revised reflecting the expanded language and legal references.

BP 6145.6 - International Exchange

CSBA Update: July 2019
Last GUSD Update: N/A

At the July 16, 2019 Board of Education Meeting, a proposed new Board Policy (BP) was included in an Information Item related to International Exchange. This policy was pulled from moving forward to consent because the California School Boards Association (CSBA) updated the language of their model policy in July 2019. Staff wanted to compare the new language with the previous language before proceeding.

CSBA updated their language to clarify the scope of the policy, separate material pertaining to district students studying in another country and material pertaining to international exchange students studying in district schools, and reflect CSBA Legal Guidance. The policy also addresses student eligibility, information to obtain from the placement organization, and methods that may be used to calculate the total cost of educating an international student for the purpose of determining tuition.

BP 6151 - Class Size

CSBA Update: October 2015
Last GUSD Update: N/A

Staff is recommending the Board adopt a new policy, BP 6151 - Class Size, based on CSBA suggested language to clearly define the District's obligation to adhere to Education Code 42238.02 as it relates to class sizes in grades TK-3, and Education Codes 8264.8 and 56441.5 as they relate to class sizes for Special Education.

BP 6161.1 - Selection and Evaluation of Instructional Materials

CSBA Update: July 2017
Last GUSD Update: September 2016

Staff is recommending the Board update the policy to delete material defining the "sufficiency" of instructional materials as meaning that students enrolled in the same course have identical materials from the same adoption cycle, and to delete optional material reflecting the authorization to purchase the newest adopted materials for schools in deciles 1-3 of the Academic Performance Index, as those laws have repealed on their own terms. The updated policy reflects the requirement to address the sufficiency of instructional materials in the District's LCAP and reflects a new law (AB 575, 2016), which provides that the State Board of Education may adopt instructional materials for grades K-8 at least once, but not more than twice, every eight years.

The proposed new and revised Board Policies are being presented for first reading. Should the consensus of the Board be to move forward, the policies will be presented at the November 5, 2019, Board meeting for approval. Further, upon approval of the policies, updates to the accompanying Administrative Regulations will be made as needed following current District procedures.

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

TO SUPPORT 2019-2020 BOARD PRIORITY No. 1: Maximize Student Achievement

“Analyze and assess student data to strengthen attendance and personalize learning that builds college, career, and life readiness pathways for success.”

TO SUPPORT 2019-2020 BOARD PRIORITY No. 2: Create a Culture of Learning

“Support student learning with safe schools and programs that emphasize and increase inclusion, build positive relationships, and continue to enhance opportunities for life-long success.”

TO SUPPORT 2019-2020 BOARD PRIORITY No. 3: Increase Engagement

“Utilize and increase district capacities to increase engagement, relationships, and support with parents and the community that build public trust and involvement in GUSD schools.”

Community Relations

Communication with the Public – Media

Media Relations

The District recognizes the role and responsibility of the news media to report, in a factual manner, activities, decisions, issues and other education-related items to the public. ~~The District shall be proactive in conducting an ongoing, positive working relationship with all media who may come in contact with the schools and/or the District. This relationship shall include the designation of spokespersons who may contact the media and represent the District in the communication of policies, positions, and decisions.~~ In order to develop and maintain positive media relations, the Board and Superintendent shall reasonably accommodate media requests for information and provide accurate, reliable, and timely information. All news media shall have equal access to information provided by the District.

~~Representatives of the news media are invited to attend all meetings of the Board of Education. Meeting announcements, agenda and supporting material pertaining to public documents shall be furnished to the news media in a timely manner. Media representatives are welcome at all public Board meetings and shall receive meeting agendas upon request in accordance with Board policy.~~

Media representatives, like all other visitors, shall register immediately upon entering any school building or grounds when school is in session. The District shall not impose restraints on students' right to speak freely with media representatives. However, interviewing and photographing students shall not create substantial disruption to the orderly operation of the school or impinge on the rights or safety of students. Therefore, media representatives who wish to interview or photograph students at school must make prior arrangements with the principal or designee. They shall have access to staff, students, and school activities in accordance with state law and current opinion of the State Attorney General. At no time shall the media disrupt the operation of the school or any District program or facility.

~~Information of non-controversial activities or events may be released to the news media by an individual school.~~

~~Information affecting schools Districtwide or having implications on District policies or procedures shall be released to the news media by the Office of Public Information, Superintendent or designee.~~

~~In accordance with current law, staff may provide the media with student directory information, including, but not limited to, the name of a student, school of attendance, grade level, honors, and activities, unless the student's parent/guardian has submitted a written request that such information not be disclosed. The District shall not release information that is private or confidential as required by law, Board policy or administrative regulation. No other access to~~

Community Relations

Communication with the Public – Media

Media Relations

~~student records or personally identifiable student information may be provided without written parent/guardian permission.~~ Staff may provide the media with student directory information, as identified in AR 5125.1 - Release of Directory Information, unless the student's parent/guardian has submitted a written request that such information not be disclosed. The District shall not release other student records or personally identifiable student information that is private or confidential as required by law, Board policy, or administrative regulation.

During an emergency situation, the first priority of school and District staff is to assure the safety of students and employees. However, the Board recognizes the need to provide timely and accurate information to parents/guardians and the community during an emergency. The Board also recognizes that the media have an important role to play in relaying this information to the public. In order to ~~help~~ ensure that the media and District work together effectively, the Superintendent or designee shall maintain a communications plan that contains procedures to be used in the event of an emergency.

Legal Reference: Education Code, Sections 32210-32212; 35144; 35145; 35145.5; 35146; 35160; 35172
Attorney General Opinions, 95 ops. Cal.Atty.Gen. 509 (1996)

Policy Adopted: 08/1985

Policy Amended: 12/17/2002; --/--/2019

(Formerly BP 1130)

Personnel

Dress and Grooming

~~The Governing Board expects that District staff should serve as role models for students and public education in general, maintaining professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate professional dress and grooming.~~

~~The Board expects staff during working hours to wear clothing that demonstrates their high regard for education and which presents an image consistent with their job responsibilities and does not present a safety hazard. Clothing that may be appropriate for physical education or industrial technology teachers is not necessarily appropriate for teachers in a more academic classroom environment. Similarly, clothing appropriate for staff members in Facility and Support Operations may not be consistent with attire intended for offices and classrooms. See Administrative Regulation 4219.22.~~

~~Accordingly, employees shall dress or groom themselves appropriately in a manner that results in a positive effect on the District's ability to deliver educational services, enhances public confidence in the District and its education programs, and maintains the health and safety of employees or students.~~

~~This policy shall apply to all certificated and classified employees in the same manner unless their assignment provides for modified dress as approved by their supervisor.~~

The Governing Board believes that appropriate dress and grooming by District employees contributes to a productive learning environment and models positive behavior. During school hours and at school activities, employees shall maintain professional standards of dress and grooming that demonstrates their high regard for education, presents an image consistent with their job responsibilities and assignment, and does not endanger the health or safety of employees or students. All employees shall be held to the same standards unless their assignment provides for modified dress as approved by their supervisor.

The District shall allow employees to appear and dress in a manner consistent with their gender identity or gender expression. (Government Code 12949)

In addition, the District shall not dismiss an employee, discriminate against an employee in compensation or in terms, conditions, or privileges of employment, or refuse to hire a job applicant on the basis of religious dress or grooming practices. (Government Code 12926, 12940)

This policy shall be presented to employees upon employment, through the employee handbook or other appropriate means, and may be periodically reviewed with all employees as necessary.

Personnel

Dress and Grooming

Legal Reference: Education Code, Sections 35160; 35160.1
 Government Code, Sections 3543.2; 12926; 12940; 12949
 Court Decisions: San Mateo City School District v. PERB (1983) 33
 Cal. 3d 850; Domico v. Rapides Parish School Board (5th Cir. 1982)
 675 F.2d 100; East Hartford Education Assn. v. Board of Education (2d
 Cir. 1977) 562 F. 2d 856; Finot v. Pasadena Board of Education (1967)
 250 Cal.App.2d 189
 Public Employment Relations Board Decisions: Santa Ana Unified
 School District (1998) 22 PERC P29, 136; Inglewood Unified School
 District (1985) 10 PERC P17, 000

Policy Adopted: 02/01/2000

Policy Amended: 07/03/2001; 02/03/2004; 10/17/2006; --/--/2019

Formerly BP 4027

Instruction

Physical Education and Activity

The Board of Education recognizes the positive benefits of physical activity on student health and academic achievement. The District shall provide all students the opportunity to be physically active on a regular basis through high-quality physical education instruction and may provide additional opportunities for physical activity throughout the school day. The District's physical education and activity programs shall support the District's coordinated student wellness program and encourage students' lifelong fitness.

The District's physical education program shall provide a developmentally appropriate sequence of instruction aligned with the state's model content standards and curriculum framework.

For grades 9-12, the overall course of study shall include the effects of physical activity upon dynamic health, the mechanics of body movement, aquatics, gymnastics and tumbling, individual and dual sports, rhythms and dance, team sports, and combatives. (Education Code 33352; 5 CCR 10060)

The Board of Education elects to exempt pupils from required attendance in physical education courses pursuant to paragraph (1) or (2) or both of subdivision (b) of Section 51241 and shall offer those pupils so exempted a variety of elective physical education courses of not less than 400 minutes each 10 schooldays. The Board shall approve the courses in grades 9-12 for which physical education credit may be granted.

The District's physical education program shall engage students in moderate to vigorous physical activity, as defined in the accompanying administrative regulation, for at least 50 percent of class or session time. The Superintendent or designee shall develop strategies to monitor the amount of moderate to vigorous physical activity that takes place in the physical education instructional program.

The Superintendent or designee shall ensure that the District's program provides students with equal opportunities for instruction and participation regardless of gender in accordance with law all physical education classes shall be conducted in the coeducational, inclusive manner prescribed by law. Glendale Unified School District must provide instruction in physical education that provides equal access and equal opportunities for participation for all pupils in grades one through twelve, inclusive, regardless of gender, sexual orientation, and mental or physical disability. (EC sections 220, 221.5[f], 33352[b][8]; 5 CCR sections 4900, 4930, 4931, 4940, 4960; Title IX 106.33, 106.34; 34 CFR Section 300.108)

Students with disabilities shall be provided instruction in physical education in accordance with their individualized education program or Section 504 accommodation plan.

Instruction

Physical Education and Activity

During air pollution episodes, extreme weather, or other inclement conditions, physical education staff shall make appropriate adjustments to the program or shall seek alternative indoor space to enable students to participate in active physical education.

The Superintendent or designee may develop strategies to supplement physical education instruction with additional opportunities for students to be physically active before, during, and after the school day.

Staffing

Physical education instruction shall be delivered by appropriately credentialed teachers who may be assisted by instructional aides, paraprofessionals, and/or volunteers.

The District shall provide physical education teachers with continuing professional development, including classroom management and instructional strategies designed to keep students engaged and active and to enhance the quality of physical education instruction and assessment.

Physical Fitness Testing

The Superintendent or designee shall annually administer the physical fitness test designated by the State Board of Education (FITNESSGRAM) to students in grades 5, 7, and 9. (Education Code 60800; 5 CCR 1041)

Temporary Exemptions

The Superintendent or designee may grant a student a temporary exemption from physical education under either of the following conditions: (Education Code 51241)

1. The student is ill or injured and a modified program to meet his/her needs cannot be provided.
2. The student is enrolled for one-half time or less.

Two-Year Exemptions

With the student's consent, the Superintendent or designee may exempt a student from physical education courses for any two years during grades 10-12 provided that the student has satisfactorily met at least five of the six standards of the FITNESSGRAM in grade 9. (Education Code 51241)

Instruction

Physical Education and Activity

Upon request by students and/or their parents/guardians, the Superintendent or designee may administer the FITNESSGRAM to students in grades 10-12 who need to pass the test in order to qualify for a two-year exemption from physical education courses.

Students in grades 10-12 who have been granted a two-year exemption shall be offered a variety of elective physical education courses of not less than 400 minutes each 10 school days. (Education Code 51222)

Such students shall not be permitted to attend fewer total hours of courses and classes than they would have attended if enrolled in a physical education course. (Education Code 51241)

Permanent Exemptions

The Superintendent or designee may grant a student a permanent exemption from physical education under any of the following conditions: (Education Code 51241)

1. The student is age 16 years or older and has been enrolled in grade 10 for one or more academic years. However, such a student shall not be permitted to attend fewer total hours of courses and classes than he/she would have attended if enrolled in a physical education course.
2. The student is enrolled as a postgraduate student.
3. The student is enrolled in a juvenile home, ranch, camp, or forestry camp school with scheduled recreation and exercise.

Other Exemptions

The Superintendent or designee may grant a student an exemption from physical education under the following special circumstances:

1. When the student is in any of grades 10-12 and is excused for up to 24 clock hours in order to participate in automobile driver training. However, any such student shall attend a minimum of 7,000 minutes of physical education instruction during the school year. (Education Code 51222)
2. When the student is in any of grades 10-12, attends a regional occupational center or program, and, because of the travel time involved, would experience hardship

Instruction

Physical Education and Activity

to attend physical education courses. Any such student shall have a minimum school day of 180 minutes. (Education Code 52316)

3. When the student is in high school and is engaged in a regular school-sponsored interscholastic athletic program carried on wholly or partially after regular school hours. (Education Code 51242)

Program Evaluation

The Superintendent or designee shall annually report to the Board each school's FITNESSGRAM results for each applicable grade level. He/she shall also report to the Board regarding the number of instructional minutes offered in physical education for each grade level, the number of two-year and permanent exemptions granted pursuant to Education Code 51241, and any other data agreed upon by the Board and the Superintendent or designee to evaluate program quality and the effectiveness of the District's program in meeting goals for physical activity.

Legal Reference: Education Code, Sections 220; 221.5[f]; 33126; 33350-33354; 35256; 44250-44277; 49066; 51210; 51220; 51222; 51223; 51241; 51242; 52316; 60800
Code of Regulations, Title 5, Sections 1040-1048; 3051.5; 4600-4687; 4900; 4930; 4931; 4940; 4960; 10060; 80020; 80037; 80046.1
Code of Regulations, Title IX, Sections 106.33; 106.34
United States Code, Title 29, 794 Rehabilitation Act of 1973, Section 504
Code of Regulations, 34 CFR, Section 300.108
United States Code, Title 42, Section 1758b
Attorney General Opinions: 53 Ops.Cal.Atty.Gen. 230 (1970)
Court Decisions:
Doe v. Albany Unified School District (2010) 190 Cal.App.4th 668
Cal200 et al. v. San Francisco Unified School District et al. (2013), San Francisco Superior Court, Case No. CGC-13-534975
Cal200 et al. v. Oakland Unified School District et al. (San Francisco Superior Court, Case No. CPF-14-513959

Policy Adopted: 11/05/2018

Policy Amended: --/--/2019

Instruction

International Exchange

The Board of Education recognizes the value of interactions between students of different countries and cultures in promoting global awareness and international understanding in an increasingly globalized and interconnected world. The Board welcomes the enrollment of international exchange students in District schools and encourages District students to take advantage of opportunities that they may have to participate in such programs and study in another country.

With Board approval, a District school may establish a sister-school relationship with a school in another country.

District Students Studying in Another Country

School counselors may provide information regarding international exchange programs and academic counseling to District students who wish to study in a foreign country. Such counseling shall include a review of the student's completed coursework, academic achievement, and personal goals, and shall advise the student regarding requirements that the student must meet during attendance in the foreign school in order to maintain progress toward meeting District graduation requirements.

Credit for courses successfully completed in the foreign country shall be granted in accordance with Board policy and administrative regulation.

International Student Exchange Programs

Before enrolling an international exchange student in a District school, the Superintendent or designee shall request proof that the student is participating in an International Student Exchange Placement Organization (ISEPO) program registered with the California Attorney General's Office.

The Superintendent or designee shall obtain from the ISEPO a description of the services to be performed by the ISEPO for the student, host family, and the District; telephone numbers that the student, host family, or District may contact for assistance; and a summary of the student's complete prior academic coursework completed. (Government Code 12628; 22 CFR 62.25)

The District may require additional documents which may include, but are not limited to, evidence that the student has health and accident insurance from the time of departure from home to the time the student returns to the home country. (11 CCR 360; 22 CFR 62.25)

Instruction

International Exchange

When necessary, because of overcrowding within District schools or limited District resources, the Superintendent or designee may limit the number of international exchange students to be accepted at any District high school during any school year.

The District shall not incur any financial obligations when educating international exchange students. An international student, or the ISEPO on behalf of the student, shall reimburse the District for the full, unsubsidized per capita cost of providing education at a District school for the period of the visiting student's attendance. (3260 - Fees and Charges)

In determining the tuition for international exchange students, the District shall calculate the total cost of educating the student, including, but not limited to, the amount expended per student for the current provision of instruction and services, the use of buildings and equipment, the repayment of local bonds and interest payments and state building loan funds, capital outlay, and transportation to and from school.

The Superintendent or designee shall establish District criteria for issuing regular or honorary diplomas to international exchange students. The principal or designee shall refer to these criteria when assisting international exchange students in selecting classes and cocurricular activities based on the student's individual qualifications, needs and interests.

Legal Reference: Education Code, Sections 35160; 35160.1; 35185; 48052; 48204.4;
51225.5
Government Code, Sections 12620-12630; 87100
California Code of Regulations, Title 11 Sections 35-384
Code of Federal Regulations, Title 8 Section 214.2
Code of Federal Regulations, Title 22, Section 62.25

Policy Adopted: --/--/2019

Instruction

Class Size

The Board of Education recognizes that smaller classes may contribute to student learning by allowing teachers to better identify and respond to individual student needs. In accordance with negotiated employee agreements and state law, the Board shall establish class size limits appropriate for each grade level or subject taught and conducive to the effective use of teaching staff.

The highest priority for maintaining small class sizes shall be in the primary grades in order to support young students as they acquire the basic skills that serve as the foundation for subsequent learning. Other priorities shall be established in accordance with the goals and strategies identified in the District's local control and accountability plan (LCAP).

For grades TK-3, the District shall annually make progress toward maintaining an average class of not more than 24 students, unless an alternative annual average class size for each school site is collectively bargained. (Education Code 42238.02; 5 CCR 15498-15498.3)

Transitional kindergarten classes established pursuant to Education Code 48000 shall be included in the calculation of average class enrollment for kindergarten.

At the secondary level, District priorities for class size reduction shall focus on English language arts, mathematics, science, social studies, and other courses that are necessary for completion of graduation requirements and shall be aligned with student needs as identified in the District's LCAP.

For students who require special education and related services, the ratio of instructional adults to students in group services shall be dependent on the needs of the students. However, for children ages 3-5 years who are placed in group services, the teacher-child ratio shall be less than 1:8 and the adult-child ratio shall be less than 1:24. For children ages 3-5 years who are identified as severely disabled, the ratio of instructional adults to children shall not exceed 1:5. (Education Code 8264.8, 56441.5)

The Superintendent or designee shall provide the Board with an analysis of staffing and school facilities needs and other costs related to class size reduction proposals.

The Superintendent or designee shall annually report to the Board regarding the impact of the class size reduction program on student achievement and other outcomes such as changes in school climate and student engagement.

Instruction

Class Size

Legal Reference: Education Code, Sections 17042; 17042.7; 33050; 35160; 42238.02;
42280; 46205; 51225.3; 52060-52077
Government Code, Section 3543.2

Policy Adopted: --/--/2019

Instruction

Selection and Evaluation of Instructional Materials

The Board of Education desires that District instructional materials, as a whole, present a broad spectrum of knowledge and viewpoint, reflect society's diversity, and enhance the use of multiple teaching strategies and technologies. The Board's ~~adoption of~~ shall adopt instructional materials ~~shall be~~ based on a determination that such materials are an effective learning resource to help students achieve grade-level competency and that the materials meet criteria specified in law. Textbooks, technology-based materials, and other educational materials shall be aligned with academic content standards and the District's curriculum to ensure that they effectively support the District's adopted courses of study.

The Board shall select instructional materials for use in grades K-8 that have been approved by the State Board of Education (SBE) or have otherwise been determined to be aligned with the state academic content standards adopted pursuant to Education Code 60605 or the Common Core Standards adopted pursuant to Education Code 60605.8. (Education Code 60200, 60210)

The Board shall adopt instructional materials for grades 9-12 upon determining that the materials meet the criteria specified in law and administrative regulation. (Education Code 60400)

~~The Board's priority in the selection of instructional materials is to ensure that all students are provided with standards aligned instructional materials in the core curriculum areas of English/language arts, mathematics, science, and history social science.~~

A. Review Process

The Superintendent or designee shall establish a process by which instructional materials shall be reviewed for recommendation to the Board. Toward that end, he/she may establish an instructional materials review committee to evaluate and recommend instructional materials.

~~This~~ The review process shall involve teachers in a substantial manner and shall ~~also~~ encourage the participation of parents/guardians and community members. (Education Code 60002)

In addition, the instructional materials review committee may include administrators, other staff who have subject-matter expertise, and students as appropriate.

If the District chooses to use instructional materials for grades K-8 that have not been adopted by the SBE, the Superintendent or designee shall ensure that a majority of the participants in the District's review process are classroom teachers who are assigned to the subject area or grade level of the materials. (Education Code 60210)

Instruction

Selection and Evaluation of Instructional Materials

Individuals who participate in the selection or review of instructional materials shall not have a conflict of interest, as defined in administrative regulation, in the materials being reviewed.

The committee shall review instructional materials using criteria provided in law and administrative regulation, and shall provide the Board with documentation supporting its recommendations.

All recommended instructional materials shall be available for public inspection at the District office.

The District may pilot instructional materials, using a representative sample of classrooms for a specified period of time during a school year, in order to determine how well the materials support the District's curricular goals and academic standards. Feedback from teachers piloting the materials shall be made available to the Board before the materials are adopted.

B. Public Hearing on Sufficiency of Instructional Materials

The Board shall annually conduct one or more public hearings on the sufficiency of the District's textbooks and other instructional materials. (Education Code 60119)

The hearing shall be held on or before the end of the eighth week from the first day students attend school for that year. (Education Code 60119)

The Board encourages participation by parents/guardians, teachers, interested community members, and bargaining unit leaders at the hearing. Ten days prior to the hearing, the Superintendent or designee shall post a notice in three public places within the District containing the time, place, and purpose of the hearing. The hearing shall not take place during or immediately following school hours. (Education Code 60119)

At the hearing(s), the Board shall determine, through a resolution, whether each student in each school, including each English learner, has sufficient textbooks or instructional materials which are aligned to the state content standards adopted pursuant to Education Code 60605 or the Common Core State Standards adopted pursuant to Education Code 60605.8 and which are consistent with the content and cycles of the state's curriculum frameworks. Sufficiency of instructional materials shall be determined in each of the following subjects: (Education Code 60119)

1. Mathematics

Instruction

Selection and Evaluation of Instructional Materials

2. Science
3. History-Social Science
4. English Language Arts, including the English language development component of an adopted program
5. World/Foreign Language
6. Health

The Board shall also determine the availability of science laboratory equipment, as applicable to science laboratory courses offered in grades 9-12. (Education Code 60119)

In making these determinations, the Board shall consider whether each student has sufficient textbooks and/or instructional materials to use in class and to take home. However, this does not require that each student have two sets of materials. The materials may be in a digital format as long as each student, at a minimum, has and can access the same materials in the class and to take home as all other students in the same class or course in the District and has the ability to use and access them at home. However, the materials shall not be considered sufficient if they are photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage. (Education Code 60119)

The Board shall also make a determination that all students within the District who are enrolled in the same course have "identical" standards-aligned textbooks or instructional materials from the same adoption cycle, as defined in Education Code 1240.3 and 60119.

If the Board determines that there are insufficient textbooks or instructional materials, it shall provide information to classroom teachers and to the public setting forth, for each school in which an insufficiency exists, the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in each subject area and the reasons that each student does not have sufficient textbooks or instructional materials. The Board shall take any action, except an action that would require reimbursement by the Commission of State Mandates, to ensure that each student has sufficient materials within two months of the beginning of the school year in which the determination is made. (Education Code 60119)

The degree to which every student has sufficient access to standards-aligned instructional materials shall be included in the District's local control and accountability plan.

Instruction

Selection and Evaluation of Instructional Materials

(Education Code 52060)

C. Complaints

Complaints concerning instructional materials shall be handled in accordance with law, Board Policy and Administrative Regulation ~~1312.2~~.

Legal Reference: Education Code, Sections 220; 1240; ~~1240.3~~; 33050-33053; 33126; 35272; ~~42605~~; 44805; 49415; 51501; ~~52060-52077~~; 60000-60005; 60010; 60040-60052; 60060-60062.5; 60070-60076; 60110-60115; 60119; 60200-60210; 60226; 60252; 60350-60352; 60400-60411; 60510-60511; 60605; 60605.8; 60605.86-60605.88
Code of Regulations, Title 5, Sections 9505-9530

Policy Adopted: 06/01/1976

Policy Amended: 07/02/1985; 12/06/1994; 01/31/1995; 10/15/2002; 09/20/2016; ~~--/--/2019~~

(Formerly BP 6162)

GLENDALE UNIFIED SCHOOL DISTRICT

October 22, 2019

INFORMATION REPORT NO. 7

TO: Board of Education

FROM: Dr. Vivian Ekchian, 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. Kazarian, Vardanoush Effective 10/18/19
Cafeteria Worker I
Wilson Middle School
2. Minasian, Alina Effective 8/31/19
Early Education Teacher
Balboa Elementary/Keppel Elementary
3. Shamirzaeian, Arpi Effective 10/31/19
Behavior Intervention Assistant
Special Education Department

Revision to Previous Acknowledgement of Service

1. Revision to Information Report No. 1, May 7, 2019

Page 2, Item 3

Carlson, Tami R. Effective 10/20/19
English Teacher 28 years of service
Wilson Middle School

Change retirement date to read: Effective 10/15/19

GLENDALE UNIFIED SCHOOL DISTRICT

October 22, 2019

INFORMATION REPORT NO. 8

TO: Board of Education
FROM: Dr. Vivian Ekchian, 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**

Staff will make a presentation, which will include an update on the following items:

1. Superintendent's Facility Advisory Committee (SFAC)
 - The Committee met and received a follow up regarding the Study Session held on September 10, 2019
2. Items on this Agenda
 - **Approval of Budget Adjustment for the Cloud Preschool Portables Project**

On February 2, 2016, the Board approved a project and budget allocation for the installation of portable buildings at Cloud Preschool in the amount of \$650,000. On March 12, 2019, the Board approved a budget adjustment in the amount of \$850,000 for the project, which resulted in a total project budget of \$1,500,000.

During construction, Planning and Development staff encountered several unforeseen items that resulted in increased expenses for the project. These items included:

- New fire water service required by Crescenta Valley Water District, including upgrades to existing water lines to support the required hydrant pressure
- Southern California Edison required a new power pole and service upgrade in order to provide the required amperage for both the existing and new buildings
- Additional secured entry at the new administration building
- Installation of new irrigation systems
- Installation of interactive projectors and voice amplification systems in the new classrooms
- Exterior painting of new portable buildings to match the existing buildings

Staff has determined that an additional budget allocation of \$500,000 will be required in order to complete the project and obtain certification. This would increase the total project budget to \$2,000,000. This project is funded by Developer Fee funds.

- **Approval of Budget Adjustment for the Monte Vista Elementary School Modular Restroom Building Installation Project**

On May 7, 2019, the Board approved a project and budget allocation for the installation of a modular restroom building at Monte Vista Elementary School in the amount of \$255,000.

During construction, Planning and Development staff encountered unforeseen items that resulted in increased expenses for the project. These items included:

- Installation of a staircase for fire access, required by the Fire Department
- Additional plumbing work required to connect existing lines to the new building
- Installation of fencing to meet fire access requirements
- Additional paving in front of the restroom building

Staff has determined that an additional budget allocation of \$145,000 will be required in order to complete the project and obtain certification. This would increase the total project budget to \$400,000. This project is funded by Developer Fee funds.

In support of Board Priority No. 2 – Create a Culture of Learning - Support student learning with safe schools and programs that emphasize and increase inclusion, build positive relationships, and continue to enhance opportunities for life-long success.

GLENDALE UNIFIED SCHOOL DISTRICT

October 22, 2019

ACTION REPORT NO. 1

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Hagop Kassabian, Administrator: Planning, Development, and Facilities

SUBJECT: **Approval of Budget Adjustment for the Cloud Preschool Portables Project**

The Superintendent recommends that the Board of Education approve a budget adjustment for the Cloud Preschool Portables Project in the amount of \$500,000.

On February 2, 2016, the Board approved a project and budget allocation for the installation of portable buildings at Cloud Preschool in the amount of \$650,000. On March 12, 2019, the Board approved a budget adjustment in the amount of \$850,000 for the project, which resulted in a total project budget of \$1,500,000.

During construction, Planning and Development staff encountered several unforeseen items that resulted in increased expenses for the project. These items included:

- New fire water service required by Crescenta Valley Water District, including upgrades to existing water lines to support the required hydrant pressure
- Southern California Edison required a new power pole and service upgrade in order to provide the required amperage for both the existing and new buildings
- Additional secured entry at the new administration building
- Installation of new irrigation systems
- Installation of interactive projectors and voice amplification systems in the new classrooms
- Exterior painting of new portable buildings to match the existing buildings

Staff has determined that an additional budget allocation of \$500,000 will be required in order to complete the project and obtain certification. This would increase the total project budget to \$2,000,000. This project is funded by Developer Fee funds.

In support of Board Priority No. 2 – Create a Culture of Learning - Support student learning with safe schools and programs that emphasize and increase inclusion, build positive relationships, and continue to enhance opportunities for life-long success.

GLENDALE UNIFIED SCHOOL DISTRICT

October 22, 2019

ACTION REPORT NO. 2

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Hagop Kassabian, Administrator: Planning, Development, and Facilities

SUBJECT: **Approval of Budget Adjustment for the Monte Vista Elementary School Modular Restroom Building Installation Project**

The Superintendent recommends that the Board of Education approve a budget adjustment for the Monte Vista Elementary School Modular Restroom Building Project in the amount of \$145,000.

On May 7, 2019, the Board approved a project and budget allocation for the installation of a modular restroom building at Monte Vista Elementary School in the amount of \$255,000.

During construction, Planning and Development staff encountered unforeseen items that resulted in increased expenses for the project. These items included:

- Installation of a staircase for fire access, required by the Fire Department
- Additional plumbing work required to connect existing lines to the new building
- Installation of fencing to meet fire access requirements
- Additional paving in front of the restroom building

Staff has determined that an additional budget allocation of \$145,000 will be required in order to complete the project and obtain certification. This would increase the total project budget to \$400,000. This project is funded by Developer Fee funds.

In support of Board Priority No. 2 – Create a Culture of Learning - Support student learning with safe schools and programs that emphasize and increase inclusion, build positive relationships, and continue to enhance opportunities for life-long success.

GLENDALE UNIFIED SCHOOL DISTRICT

October 22, 2019

ACTION REPORT NO. 3

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

PREPARED BY: Dr. Stepan Mekhitarian, Coordinator III, Assessment and Accountability

SUBJECT: Approval of Contract with College Board

The Superintendent recommends that the Board of Education approve a contract between the College Board and Glendale Unified School District in the amount of \$51,894 (actual total to be based on enrollment) for the Preliminary SAT/National Merit Scholarship Qualifying Test Early Participation Program in the 2019-20 school year.

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

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

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

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

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

The term of this agreement, in the amount of \$51,894, is July 1, 2019 through June 30, 2020. The quoted cost is based on projected enrollment; therefore, there could be an adjustment in total cost should the enrollment numbers change. Further, applicable sales taxes will be added when numbers are finalized. Categorical Programs funding will cover the costs associated with these services through the College Readiness Block Grant.

TO SUPPORT 2019-2020 BOARD PRIORITY No. 1: Maximize Student Achievement
“Analyze and assess student data to strengthen attendance and personalize learning that builds college, career, and life readiness pathways for success.”

**COLLEGE BOARD'S
COLLEGE READINESS AND SUCCESS CONTRACT #: CB-00024873**

THIS AGREEMENT, including all appendices, exhibits, and schedules attached hereto (the "Agreement"), is made as of this **May 17, 2019** ("Effective Date"), by and between Glendale Unified School District ("Client") and the College Board (the "College Board").

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

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

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

2.0 Term & Termination.

2.1 Term. This Agreement shall be for a term beginning as of July 01, 2019 and, unless sooner terminated as provided herein, will expire on June 30, 2020 ("Initial Term"). Client may renew this Agreement in twelve (12) month increments ("Renewal Term"), upon notice to the College Board of its intent to renew within thirty (30) days prior to the expiration date of this Agreement. During any Renewal Term, this Agreement shall be subject to the College Board's then-current fees and policies at the time of renewal. The Initial Term and each subsequent Renewal Term shall be collectively referred to as the "Term." If, during the Term, Client decides to have the College Board support Client's administration of a digital College Board assessment, the College Board reserves the right to attach an additional schedule specific to such administration, containing operational policies and any additional terms and conditions.

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

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

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

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

3.0 Fees and Payment. Client shall pay those fees set forth in each Schedule for the services and deliverables furnished during the 2019-2020 implementation year. Unless otherwise indicated in a Schedule, payment terms are Net 30.

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

5.0 Representations and Warranties.

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

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

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

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

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

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

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

9.0 Miscellaneous.

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

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

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

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

To College Board:

K-12 Contract Management

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

Contractsmanagement@collegeboard.org

With a copy to

Legal Department

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

Legalnotice@collegeboard.org

To Client:

Felix Melendez
Executive Director

Glendale Unified School District
223 North Jackson Street
Glendale, CA 91206-4334
Tel: (818) 241-3111

Email: fmelendez@gusd.net

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

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

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

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

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

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

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

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

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

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

GLENDALE UNIFIED SCHOOL DISTRICT

COLLEGE BOARD

Signature

Signature

Name

Name

Title

Title

Date

Date

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

I. BACKGROUND

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

II. DELIVERABLES

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

1. School and Student Deliverables:

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

2. Client Deliverables:

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

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

4. Required Information. Client shall furnish the College Board with: (a) a list of participating schools with their respective College Board school code as prescribed in Section IV (List of Participating Schools); (b) a review of estimated student enrollment from a public data source as prescribed in Section V (Fee Calculation For Service and Deliverables); and (c) Client's contacts as prescribed in Section VI (Contact Information), incorporated by reference herein. Client will review the pre-populated enrollment data from public data sources and send any adjustments as prescribed in Section V (Fee Calculation for Service and Deliverables). Changes to the list of Participating Schools cannot be made after **September 6, 2019**. Schools without a valid six-digit College Board school code should apply for their school code **at least six weeks** prior to the PSAT/NMSQT order deadline.

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

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

III. PSAT/NMSQT TERMS AND CONDITIONS

1. Ownership of Intellectual Property. Client agrees and acknowledges that the PSAT/NMSQT exam, and all items (questions) contained therein, including all copies thereof, all exam materials (including publications and reports) and all data, including but not limited to student scores derived from the exam and collected under this Agreement are at all times owned by the College Board, which is the exclusive owner of all rights in and to the PSAT/NMSQT exam, including, without limitation, copyrights, trademarks, trade secrets, patents, and other similar proprietary rights, and all renewals and extensions thereof (collectively 'College Board Intellectual Property'). Nothing in this Schedule shall be interpreted to indicate that the College Board is passing its proprietary rights in and to College Board Intellectual Property to Client or that its normal security procedures will be altered in any way.

2. PSAT/NMSQT Student Reports. The College Board hereby grants Client a limited, nonexclusive, nontransferable, non-assignable right to use the score reports and individual student data for the legitimate educational purposes of internal analysis, which includes Client-wide training sessions, as long as the data used during training preserves the confidentiality of students. Client may not use or distribute the score reports externally or to third parties without the express written consent of the College Board.

3. Confidentiality. All information exchanged hereunder to which either party shall have access in connection with this Schedule, is confidential ('Confidential Information'), and except as otherwise expressly provided in this Schedule and to the extent permitted by law, neither party will authorize or permit the other party's Confidential Information to be disclosed to any third party, provided, however, that Confidential Information shall exclude any data or information that: (a) is publicly disclosed or expressly approved for public disclosure by the act of an authorized agent of either party; (b) becomes publicly known without breach of any confidentiality obligation; or (c) is required to be disclosed pursuant to any applicable law or regulation, government authority or duly authorized subpoena or court order.

4. PSAT/NMSQT Assessment Administration. The exam shall be administered on **October 16, 2019**. The alternate exam administration is on **October 30, 2019**. Client shall comply with the published security and administration guidelines set forth in the PSAT/NMSQT Coordinator Manual.

IV. LIST OF PARTICIPATING SCHOOLS

SCHOOL NAME	SCHOOL CODE
Clark Magnet High School	051301
Crescenta Valley High School	051313
Glendale High School	051050
Herbert Hoover High School	051060

V. FEE CALCULATION FOR SERVICE AND DELIVERABLES

1. Program Pricing. The fee calculation for this Schedule depends solely on the total enrollment figures for the Participating Grades as indicated in the College Readiness Agreement Budget Schedule ('Budget Schedule'), the official Free and Reduced Price Lunch (FRPL) percentage of Client, and the assessment(s) purchased by Client. Client acknowledges that successful implementation of the Early Participation Program is contingent on the Client requiring 100% of their schools² to participate under this Agreement. If, during the term covered by this Schedule, the College Board is furnishing other assessments to Client in addition to the PSAT/NMSQT, or if multiple grades are being tested under this Schedule the fee calculation represents a greater discount. Please see the table below for specifics. For purposes of Suite pricing under this Schedule, the PSAT/NMSQT and PSAT 10 are considered one assessment.

Free and Reduced Price Lunch (FRPL) Percentage	PSAT/NMSQT and two other Suite assessments	PSAT/NMSQT and one other Suite assessment <u>OR</u> PSAT/NMSQT and more than one grade tested
≥ 0% and < 50%	\$13.00	\$14.00
≥ 50% and < 75%	\$12.00	\$13.50

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

≥ 75%	\$11.00	\$13.00
-------	---------	---------

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

2. Changes to Enrollment. If Client determines, after signing this Schedule, that the enrollment figures provided herein are incorrect by more than 5% (up or down), Client must provide the College Board with the adjusted enrollment figures, and identify how and where College Board may confirm this information. Client shall send the updated enrollment figures and an official enrollment report or references, on official letterhead, via email (preferred method) to AssessmentsProgram@collegeboard.org or mail to: PSAT/SAT Assessments, College Board, 250 Vesey Street, New York, NY 10281 no later than **October 31, 2019**.

Notwithstanding the foregoing, after the administration of the exam, the College Board may request a verification of enrollment by Participating Grade from Client. If enrollment figures provided by Client based on such request, differ from those provided herein, the College Board will adjust the total cost of the Schedule to account for either increases or decreases in enrollment. Additionally, in the event actual participation in a Participating Grade exceeds Client's enrollment figures indicated herein, Client shall remit payment to the College Board for any additional students at the full test fee of \$17.00 per student.

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

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

VI. CLIENT CONTACT INFORMATION

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

³ This is the person to whom the College Board should direct primary communications.

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

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

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

Budget Schedule

Product Name	Start Date	End Date	Quantity	Unit Price	Cost	Discount	Total Cost
PSAT/NMSQT EPP Fixed-Fee - 11th Grade	July 1, 2019	June 30, 2020	1,862	\$17.00	\$31,654.00	\$6,517.00	\$25,137.00
PSAT/NMSQT EPP Fixed-Fee - 10th Grade	July 1, 2019	June 30, 2020	1,982	\$17.00	\$33,694.00	\$6,937.00	\$26,757.00

Subtotal: \$65,348.00

Total Discount: **\$13,454.00**

Total Cost: \$51,894.00

GLENDALE UNIFIED SCHOOL DISTRICT

October 22, 2019

ACTION REPORT NO. 4

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Hagop Kassabian, Administrator: Planning, Development, and Facilities
Christine Ward, Director, Procurement and Contract Services

SUBJECT: **Award of Bid No. 194-19/20 for CVWD Fire Water Utility Project at Cloud Preschool**

The Superintendent recommends that the Board of Education award Bid No. 194-19/20 for CVWD Fire Water Utility Project at Cloud Preschool to Colich & Sons L.P. in the amount of \$245,561, funded by Developer Fees funds.

In accordance with established procedures, Procurement & Contract Services completed the solicitation of bids for the CVWD Fire Water Utility project at Cloud Preschool. A bid conference and job walk was conducted and sixteen contractors participated. The District received and opened three (3) bids on October 14, 2019, as outlined below:

Contractor	Base Bid	Alternate
Colich & Sons L.P.	\$190,538	\$55,023
Bali Construction, Inc.	\$408,590	\$410,000
Aid Builders, Inc.	\$1,230,000	\$300,000

After conducting a post-bid conference and reviewing the bid documents, staff is recommending to award the bid to Colich & Sons L.P. as the lowest responsive and responsible bidder, in the amount of \$245,561. This includes the base bid of \$190,538, and add alternate in the amount of \$55,023 for additional piping. The project was also given an allowance of \$30,000 for unforeseen conditions related to rock removal. This project is anticipated to be completed by January 7, 2020. Bid details are available for review in the Procurement & Contract Services Department.

This project will be funded by Developer Fees funds.

In support of Board Priority No. 2 – Create a Culture of Learning - Support student learning with safe schools and programs that emphasize and increase inclusion, build positive relationships, and continue to enhance opportunities for life-long success.

GLENDALE UNIFIED SCHOOL DISTRICT

October 22, 2019

CONSENT CALENDAR NO. 1

TO: Board of Education
FROM: Dr. Vivian Ekchian, 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. 7, October 7, 2019

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

BOARD OF EDUCATION MEETING NO. 7
UNADOPTED MINUTES
REGULAR MEETING, October 7, 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 Monday, October 7, 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, Mr. Greg Krikorian, Ms. Nayiri Nahabedian, Mr. Shant Sahakian, and Mrs. Jennifer Freemon.

The following administrators were present: Dr. Vivian Ekchian, Dr. Kelly King, Mr. Stephen Dickinson, Dr. Cynthia Foley, Dr. Mary Mason, and Dr. Deb Rinder.

PLEDGE OF ALLEGIANCE

Michelle Nersesyan, a 4th grade student from Balboa Elementary School, led the Pledge of Allegiance.

CERTIFICATE OF COMPLIANCE

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

APPROVAL OF AGENDA ORDER

A motion was made by Ms. Nahabedian and seconded by Mr. Krikorian to amend the agenda as follows: Accept a revised report for Action Report No. 1 (Resolution No. 4 – Ordering Biennial Governing Board Member Election). Motion approved unanimously. AYES —Gharpetian, Krikorian, Nahabedian, Sahakian, and Freemon.

ACKNOWLEDGEMENTS

1. *Week of the School Administrator* – The Board of Education recognized the contributions the school administrators make to help our students succeed. The second week in October is recognized as “Week of the School Administrators.” GSMA president Dan DiMundo accepted the certificate on behalf of all GUSD administrators.

MINUTES: October 7, 2019 – Regular Board Meeting

ACKNOWLEDGEMENTS (Continued)

2. *Suzanne McDonnell* – The Board of Education congratulated Suzanne McDonnell, teacher at Jefferson Elementary, for being selected as the Glendale Unified Teacher of the Year for 2019-2020.
3. *Glendale Youth Alliance* – The Board recognized the Glendale Youth Alliance for their hard work with beautification efforts at several of the GUSD sites.

PRESENTATIONS

1. *Filipino American History Month* – Filipino American History Month is celebrated in the United States during the month of October to commemorate the arrival of the first Filipinos who landed in what is now Morro Bay, California, which occurred on October 18, 1587. In California, Filipino American History Month was first recognized statewide in 2006, when the California Department of Education placed it on its celebrations calendar. During this month, various activities and events are being held to bring awareness of the significant role Filipinos have played in American History.
2. *Rotary Club of Glendale (Noon)* – Rotary Club of Glendale presented a \$5000 check from the proceeds of the 2019 Cars4Cops event to the Board of Education.
3. *March 2020 Election and Protocols* – City Clerk Ardashes Kassakhian provided information to the Board of Education on elections protocols, timeline, and voter information.
4. *Glendale Unified School District Presents Promotional Video* - Staff shared with the Board the newly completed Roosevelt Middle School promotional video.

STUDENT BOARD MEMBER REPORT

1. Maria Akhverdyan, Student Advisory Council member from Hoover High, provided a report on behalf of Student Board Member Janet Louie. She spoke of the activities at Hoover High, Glendale High, Clark Magnet High, Crescenta Valley High, Toll Middle, Roosevelt Middle, Valley View Elementary, and Franklin Elementary. Schools across the district are participating in the PTA's Reflections program.

PUBLIC HEARING

1. Public Hearing for the Determination of Sufficient Textbooks and Instructional Materials for Fiscal Year 2019-2020, Resolution No. 5 (Refer to Action Report No. 5)

Mrs. Freemon opened the public hearing at 5:45 p.m., asked if anyone wished to speak. Hearing none, Mrs. Freemon closed the public hearing at 5:45 p.m.

PUBLIC COMMUNICATION

1. Taline Arsenian, president of the Glendale Teachers Association, thanked our administrators for their support. She congratulated Susanne McDonnell, Glendale Teacher of the Year. She thanked the GYA for beautifying our campuses and the Rotary Club for their donation. She acknowledged Filipino American Heritage Month and thanked Filipino Americans for their contributions and for being a part of our GUSD family. She asked the Board to pass a resolution in support for the Schools and Communities First initiative. If you want to support education, she asked that we vote for this initiative, which will be on the November 2020 ballot.
2. James Bodnar spoke about the LA County Committee on School Districts Organization meeting on the territory transfer. It was both a comedy and a tragedy. As a comedy, the members did not know what they were voting on. As a tragedy, the members approved the territory transfer to La Cañada USD. The vote was 6 to 3. It would have failed at 5 to 4. The members overrode the recommendation of its own staff. The CEQA did not evaluate any of the impact to GUSD. We have three very good reasons to challenge the County Committee's decision: 1) Keeping Glendale whole; 2) Mountain Avenue Elementary was located to serve La Cañada residents in that area; and 3) from a financial perspective, we would lose millions of dollars a year. He encouraged the Board to challenge the County Committee, and asked that we appeal their decision.

SUPERINTENDENT'S UPDATE

Superintendent Dr. Vivian Ekchian said there is a vaping problem nationwide. We have students making a difference at their school and in the community. She introduced members of the Rosemont Anti-Vaping Club (Fallon Lievens, Eric Eubank, and Kaylee Yoxsimer) and the CVHS students (Adam Komjathy and Krish Shah) who created a vaping app. The students shared what they have done in changing the way we think about health and wellness.

CLOSED SESSION

The Board recessed to Closed Session at 6:05 p.m. to discuss the following:

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

MINUTES: October 7, 2019 – Regular Board Meeting

CLOSED SESSION (continued)

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

CALL TO ORDER/RETURN TO REGULAR MEETING

The meeting reconvened at 7:25 p.m.

REPORTING OUT OF CLOSED SESSION

Mrs. Freemon read the following statement, “The Board has voted, 5-0, to give legal counsel direction to initiate two actions, and that the actions, the defendants, and other particulars shall, once formally commenced, be disclosed to any person upon inquiry, unless to do so would jeopardize the District’s ability to effectuate service of process on one or more unserved parties.”

PUBLIC COMMUNICATIONS

No one addressed the Board at this time.

INFORMATION

1. Update and Next Steps Regarding Potential Territory Transfer
2. Positive Behavior Interventions and Supports, Restorative Practices, and Inclusion Committee in the Glendale Unified School District
3. 2018-19 12th Grade Attendance Update
4. Red Ribbon Week – October 21-25, 2019
5. Proposed New and Revised/Retired Board Policies Relating to Personnel, Students, and Instruction
6. Acknowledgements of Service
7. Update on Measure S and Facility Programs

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

ACTION REPORTS

1. Resolution No. 4 - Ordering Biennial Governing Board Member Election

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

MINUTES: October 7, 2019 – Regular Board Meeting

ACTION REPORTS (Continued)

2. Approval for Microsoft Annual Software Subscription Renewal

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

3. Approval of Services Agreement between GUSD and Heal the Hurt Counseling

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

4. Acceptance of the California Newcomer Education and Well-Being (CalNEW) Project Funds

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

5. Resolution No. 5 – Determination of Sufficient Textbooks and Instructional Materials for Fiscal Year 2019-2020.

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

CONSENT CALENDAR

1. Minutes

a) Regular Meeting No. 6, September 17, 2019

2. Certificated Personnel Report No. 6

3. Classified Personnel Report No. 5

4. Warrants totaling \$8,473,076.37 for September 11, 2019 through October 1, 2019.

5. Purchase Orders totaling \$5,555,322.23 for the period of September 9, 2019 through September 20, 2019

6. Appropriation Transfer and Budget Revision Report

7. Amendment to the Agreement with AbilityFirst of Southern California for Use of School Facilities

8. Extension of RFP No. P-66-17/18 for Kitchen Hood Cleaning Services to Shannon Diversified, Inc.

MINUTES: October 7, 2019 – Regular Board Meeting

CONSENT CALENDAR (Continued)

9. Adoption of Piggybackable Contracts for Equipment, Materials, and Supplies
10. Approval of Notice of Completion for Bid No. 180-18/19 with SS+K Construction, Inc. for the Roosevelt Middle School Walk-In Freezer Replacement Project
11. Authorization to Dispose of Surplus Property
12. Agreement with Emerson College
13. Agreement with Loma Linda University
14. Agreement with California State University, Los Angeles
15. Approval of Services Agreement with Los Angeles Universal Preschool (Child 360) for the 2019-2020 School Year
16. Approval of Services Agreement between Glendale Unified School District and Sports for Learning for Edison Elementary School for 2019-2020
17. Quarterly Uniform Complaint Report Summary, Williams Settlement Legislation
18. Approval of Services Agreement between Glendale Unified School District and Junge Educational Services, Inc.
19. Approval of Revised Course Title for Use in High Schools in the Area of English
20. Acceptance of DonorsChoose Awards
21. Agreement with Impact Canine Solutions to Provide Dangers of Vaping Presentations in all GUSD Schools in 2019-2020
22. Approval of Memorandum of Understanding with California State University, Los Angeles for Social Work Interns
23. Approval of New and Revised Board Policies Relating to Instruction
24. Acceptance of Gifts

It was moved by Mr. Krikorian and seconded by Mr. Sahakian to approve the Consent Calendar, as presented. Motion approved unanimously except on Consent Calendar No. 2, in which Mrs. Freemon abstained. AYES—Gharpetian, Krikorian, Nahabedian, Sahakian, and Freemon.

REPORTS FROM THE BOARD

Ms. Nahabedian reported on the State of the Schools breakfast. She congratulated our teacher of the year. She attended the LACSTA meeting in Montebello. She thanked the Glendale Council PTA for hosting the administrators' luncheon. She thanked the administrators for the work each one of them are doing in the schools and the district office. She attended the *Journeys of Angel* musical. This Saturday, the Adelante Latinos committee is meeting at CVHS, 10 a.m. They want to do more than recognizing academic achievement. They have scheduled April 13, 2020 for the event.

Dr. Gharpetian thanked GEF for sponsoring the 15th annual State of the Schools. She thanked Dr. Ekchian for her message that we need everyone's support in our children's education. Kudos to the CVHS marching band and the Glendale High culinary class. She enjoyed attending CVHS Ally week. It is important to give the message that we respect and include everyone. She also attended the Roundup at Glendale High. It was an amazing event and a fundraiser for all the clubs. We had two ribbon cuttings in one week: the Edison playground and the R.D. White playground renovation. She thanked staff and the community who voted for Measure S, which made this possible for our students.

Mr. Sahakian enjoyed the College View Walk-A-Wheel-A-Thon. He is so proud of that school which serves our special needs population. He attended Glenoaks' Rocky's Hometown Fair; it was a great event for the whole family. He attended Keppel PTA meeting; there is great parent involvement at Keppel. He was able to catch the final day of CVHS Ally Week. It is great to see this program grow year after year. Last Sunday, he spoke at the Adams Hill Neighborhood Association meeting and provided an update to some of our stakeholders in the community.

Mr. Krikorian spoke about Cancer Awareness Month. He thanked Dr. Ekchian and Mrs. Freemon for attending the 30th Annual Women's Achievement event. The 15th Annual State of the Schools was a team effort, he reflected on how this event came about. He announced that Gabriela Borraez from Crescenta Valley High and Victoria Bochniak from Clark Magnet High were the recipients of the John and Elsie Krikorian Journalism Scholarship. Today is Dr. Ekchian's 100th day with the district. She is doing an awesome job.

Mrs. Freemon said at the last Five Star Education Coalition meeting, Supervisor Barger spoke about the connections between our county mental health programs and school sites. We will be hearing more about services to support our students and our mental health needs. The State of the Schools event was a wonderful event. We are disappointed with the Sagebrush decision. She expressed her appreciation for the community support. She reaffirmed our commitment to every child in our district, and that we will continue to do what is best for students.

MINUTES: October 7, 2019 – Regular Board Meeting

REPORT FROM THE SUPERINTENDENT

Dr. Ekchian thanked the Board for the opportunity to serve as Superintendent. It has been 100 days of joy. The community has embraced her with great care. As she sees in every child's eyes the wish to be better, she will do everything possible to help them meet their aspirational goals with our team. Our kids are on an upward trajectory, and our kids make every day special.

ADJOURNMENT

There being no further business, President Freemon adjourned the meeting at 9:54 p.m.

Jennifer Freemon
President, Board of Education

Shant Sahakian
Clerk, Board of Education

Board of Education Minutes - Regular Meeting, October 7, 2019

Recorded by: Ms. Phyllis F. Ishisaka, Executive Assistant to the Superintendent

Approved by the Board of Education:

GLENDALE UNIFIED SCHOOL DISTRICT

October 7, 2019

ACTION REPORT NO. 1 – **REVISED 10-7-2019**

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

SUBJECT: **Resolution No. 4 - Ordering Biennial Governing Board Member Election**

The Superintendent recommends that the Board of Education adopt Resolution No. 4 - ordering the Los Angeles County Superintendent of Schools (County Superintendent) to call an election on March 3, 2020, to submit to the voters of the District the question of whether two (2) members shall be elected to the Governing Board of Education in accordance with Education Codes §5302, §5304, and §5322.

The Board of Education, at its meeting on December 12, 2017, adopted Resolution No. 15 to consolidate its Board member elections with the Statewide Primary Elections pursuant to Election Code Section 1302(b). This means that the upcoming Board member elections on March 3, 2020 will be consolidated with Los Angeles County and will be administered by the Los Angeles County Registrar-Recorder/County Clerk's office, except that the Glendale City Clerk will act as the filing officer with candidates for the Board of Education of the Glendale Unified School District.

Resolution No. 4 has been prepared in accordance with requirements of the Education Code and the Election Code and provides notice to the Los Angeles County Superintendent of Schools.

To Support of Board Priority No. 3 - Increase Engagement - Utilize and increase district capacities to increase engagement, relationships, and support with parents and the community that build public trust and involvement in GUSD schools.

GLENDALE UNIFIED SCHOOL DISTRICT
RESOLUTION TO ORDER BIENNIAL GOVERNING BOARD ELECTION
RESOLUTION NO. 4

Order of Election for the Glendale Unified School District of Los Angeles County, California.

RESOLUTION ORDERING GOVERNING BOARD MEMBER ELECTION

RESOLVED that pursuant to Education Code (EC) §§5000-5030, the Los Angeles County Superintendent of Schools (County Superintendent) is hereby ORDERED to call an election for the purpose, and in accordance with the designations contained in the following specifications of the Election Order made under the authority of EC §5302, §5304, and §5322.

SPECIFICATIONS OF THE ELECTION ORDER

The election shall be held on Tuesday, March 3, 2020. Voting for the election shall take place during the periods identified pursuant to Sections 4007 and 14401 of the California Elections Code.

The purpose of the election is to submit to the voters of the district the question of whether two (2) members shall be elected to the Governing Board of the Glendale Unified School District.

The Los Angeles County Registrar-Recorder/County Clerk (Registrar-Recorder) will perform all the duties incident to the preparation for and holding of the above-mentioned election, except that the Glendale City Clerk will act as the filing officer with candidates for the Board of Education of the Glendale Unified School District. The Glendale Unified School District will pay the costs of the election. If any agency holds an election on March 3, 2020, the Glendale Unified School District shall pay its pro rata share pertaining to the conduct of this election and shall be under the provisions of the appropriate sections of the Education and Election Code.

IT IS FURTHER ORDERED that the Clerk of the district is hereby directed to furnish two copies of this order to the County Superintendent not less than 130 days prior to the date set for the election.

The foregoing Resolution and Order was adopted and affirmed by the Governing Board of the Glendale Unified School District of Los Angeles County, being the Board authorized by law to make the designations contained therein, by formal vote as follows:

Ayes: _____

Nays: _____

Absent: _____

Signed: _____

Clerk of the Governing Board

I hereby certify that the foregoing is a full, true, and correct transcript of a resolution duly adopted by the Governing Board named herein at a duly constituted meeting of the said Governing Board, held on October 7, 2019, as it appears upon the minutes of the said meeting on October 7, 2019.

Signed: _____

Clerk of the Governing Board

REGISTRAR-RECORDER INFORMATION

Public Note Election Announcement

Listing of newspaper: Glendale News Press

GLENDALE UNIFIED SCHOOL DISTRICT

October 22, 2019

CERTIFICATED PERSONNEL REPORT NO. 7

CONSENT CALENDAR NO. 2

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

SUBJECT: CERTIFICATED PERSONNEL REPORT NO. 7

It is recommended that the following report be approved as presented:

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Maternity Leave of Absence</u>		
1.	Pascale-Parra, Jean-Marie Teacher, Regular Intro to Tech Roosevelt Middle School	1/03/20 through 2/27/20
<u>Extension of Parental Leave of Absence</u>		
1.	Pinsker, Jason Teacher, Regular Art Hoover High School	10/01/19 through 10/18/19
<u>Health Leave of Absence</u>		
1.	Glusovich, Kelly Teacher, Regular Special Education Daily High School	10/14/19 through 12/14/19
2.	Traber, Allister Teacher, Regular Kindergarten Marshall Elementary	11/06/19 through 12/08/19

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Extension of Health Leave of Absence</u>		
1.	Briggs, Jessica Teacher, Regular Physical Education Wilson Middle School	9/04/19 through 10/17/19
<u>Family & Medical Leave of Absence</u>		
1.	Glusovich, Kelly Teacher, Regular Special Education Daily High School	10/14/19 through 12/14/19
2.	Pascale-Parra, Jean-Marie Teacher, Regular Intro to Tech Roosevelt Middle School	1/03/20 through 2/27/20
3.	Traber, Allister Teacher, Regular Kindergarten Marshall Elementary	11/06/19 through 12/08/19
<u>Intermittent Family & Medical Leave of Absence</u>		
1.	Martinez, Sylvia Teacher, Regular 3 rd Grade R.D. White Elementary	10/02/19 through 10/02/20
<u>Extension of Family & Medical Leave of Absence</u>		
1.	Briggs, Jessica Teacher, Regular Physical Education Wilson Middle School	9/04/19 through 10/17/19
<u>Additional Assignment</u>		
1.	Harvey, Megan M. Skywalker, Molly A. Home/Hospital Teacher, as needed, for Special Education students	9/17/19 through 6/30/20 \$30.00 per hour Home/Hospital Instruction 01.0 00000.0 19006 10000 1130 0000600

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Additional Assignment</u>		
2.	Cicekci, Jibid J. School Psychologist, as needed, to work for Special Education	10/02/19 through 11/30/19 Daily rate of pay Not to exceed 8 days total Special Education Support Services 01.0 65000.0 50011 31200 1233 0000600

Voluntary Increase in Assignment

1.	Okuda, Tae Teacher, Temp Contract Wilson Middle School/ Glendale High School	Effective 9/09/19 From 80% to 100%
----	---	---------------------------------------

Voluntary Decrease in Assignment

1.	Sanchez, Gladis Teacher, Temp Contract Pacific/Edison Preschool EEELP	Effective 10/07/19 From 100% to 50%
----	--	--

Election

1.	Batres, Lorena Teacher, Temp Contract Intervention Muir Elementary	10/23/19 through 6/11/20
2.	Bedrousi, Miro Teacher, Temp Contract Rosemont Middle School	10/23/19 through 6/11/20
3.	Waks, Wendi Teacher, Temp Contract Valley View Elementary	10/23/19 through 6/11/20

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>	
<u>Election Hourly/Daily</u>			
1.	Akopian, Varoujan Bond, Emily Browne, Nicole Bryan, Marie Capdevila, Maria Cassels, Brian De La Garza, Brad De Luna, Violet Dearn, Sarah Doolittle, Jason Elaryan, Anush Estep, Amy Fabanish, Katherine Frank, Kimberly Garcia, Michael Grigorian, Grant Hall, Fonda Harmandayan, Roupen Hernandez, Lizette Herrera, Andrea Hoppe, Julie Huber, David Kho, Carminda Lee, Allison Lee, Ken Lim, Jessie Lisiewicz, Danica Lissebeck, Debra Lopez, Joel Luna, Javier Mandjikian, Houry Mathevosian, Anzhik Mayer, Verjina McMillon, Sharon Nishimoto, Kathy Pakradouni, Aghavni Panikowski, Michael Perez, Rebecca Pittman, Isabel	Teachers, as needed, to provide intervention before school, during lunch and after school at Toll Middle School	9/30/19 through 6/10/20 \$30.00 per hour Not to exceed \$7,500.00 total Title I ALT – Support 01.0 30100.0 11100 10000 1130 0700865

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
1.	Poladian, Sarkis Ponziano, Domenico Rain III, Michael Rogers, Emily Sanchez, Jason Shih, Curtis Solsona Puig, Jordi Tashjian, Ishac Tavener, Jennifer Tcharkhoutian, Vahe Torres, Nancy Trinidad, Ryan Veloz, Torrey Wenn, Jonathan Witt, Kevin	
2.	Castillo, Liliana O'Rourke, Roxanne	Teachers, as needed, to provide after school intervention Mann Elementary
		10/01/19 through 6/10/20 \$30.00 per hour Not to exceed 138 hours combined total Title I – Alternative Support 01.0 30100.0 11100 10000 1130 3500865
3.	Barrientos, Melvin (Roosevelt MS) Haghpanah, Mahtab (Toll MS)	Counselors, as needed, to supervise students at the Adelante Young Men Conference at Pasadena City College Secondary Education
		10/26/19 \$250.00 per day Not to exceed one day Educational Services 01.0 00000.0 00000 31101 1232 0004682

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
4.	Gonzalez, Jose Alfredo (DHS) Sepulveda, Martha (GHS) Contreras, Andrea (HHS) Reyes, Sandra (Roosevelt) Solsona, Jordi (Toll) Capdevila, Maria (Toll)	Teachers, as needed, to supervise students at the Adelante Young Men Conference at Pasadena City College Secondary Education
		10/26/19 \$30.00 per hour Not to exceed 9 hours each Educational Services 01.0 00000.0 11303 10000 1130 0005616
5.	Bishop, Joshua Black, David Blattner, Charles Dale, Frank Davarhanian, Patrick Davis, Christopher Davis, Jennifer Day-Blattner, Alex Der-Gevorkian, Narbeh Doom, Nicholas Evans, Dominique Frazer, Steven Gabriel, Michelle Ghavam, Amir Gruss, Gerald Guarino, Maral Isayan, Sevada Khachtryan, Narine Khodagulyan, Armond Kursinski, Eric Marcucci, Victoria McGrath, Diana Melville, Julie Ann Mikaelian, Ani Mikaelian, Armineh Mikayelyan, Vardan	Teachers, as needed, to attend professional development training to support the school's instructional focus on improving literacy skills at Clark Magnet High School
		10/01/19 through 6/30/20 Daily substitute rate of pay Not to exceed \$5,000.00 total Title I 01.0 30100.0 11100 10000 1130 0900000

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
5.	Minassian, Zovig O’Gara, Melissa Ohanian, Erebuni Paronikyan, Yeranui Pruitt, Conrad Schmit, Tinky Scott-Sawyer, Shari Siqueido, Laurie Snyder, Oralia Vardanyan, Armine Witler, Esther Woods, Geoffrey Yahiayan, Hrant Avik Yogurtian, Melanie Zamlich, Gregory Zendejas, Joanna	
6.	Batista, Ileana Bergman, Anya Montes, Karen Ortega, Claudia Valdez, Cynthia Varela, Miriam	Teachers, as needed, to attend I-Station training for Spanish FLAG teachers at Edison Elementary School 9/10/19 \$27.00 per hour Not to exceed 1 hour each FLAG Support Program 01.0 00000.0 00000 21004 1130 0008682
7.	Medina, Rocio Montes, Karen Valdez, Cynthia	Teachers, as needed, to attend DRA/EDL2 Training on Spanish reading assessment at Edison Elementary 9/24/19 \$27.00 per hour Not to exceed 1.5 hours each FLAG Support Program 01.0 00000.0 00000 21004 1130 0008682
8.	Barrientos, Melvin Cerde, Lucine	Counselors, as needed, to coordinate and attend parent classes and college tours on Saturdays Roosevelt Middle School 10/23/19 through 6/10/19 Daily rate of pay Not to exceed 4 days total Title I 01.0 30100.0 00000 31100 1232 0500000

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
9.	Chin, Stephanie Valencia, Darlene Worley, David	Substitute Teachers, as needed 10/01/19 through 7/15/20 \$165.00 per day 01.0 00000.0 19004 10000 1160 0004615
10.	Extra-Curricular Assignments	Fall Semester 2019-2020

DAILY HIGH SCHOOL

Akobian, Allie	Head Counselor 1
Alarcon, Jamie	English
Collins, Kathleen	Social Studies
Gonzalez, Jose Alfredo	Math
	Audio-Visual Coordinator
Grigoryan, Satenik	Special Education
Janairo, Brenda	Art
Minasyan, Nvard	Science
Piscitelli-Carrasco, Antonia	Newspaper Sponsor 1 Yearbook Sponsor 1 Student Body Advisor
Van, Michelle	Home Economics

VERDUGO ACADEMY

	Curtiss, Alison Kmbikyan, Marta	Student Body Advisor Student Body Advisor
11.	Extra-Curricular Assignments	First Semester 2019-2020

FRANKLIN MAGNET

Hartel Ventura, Antonella	Spelling Bee
Sanchez, Myrna Satamian, Taline	Invention Convention Spelling Bee

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
12.	James, Nicolas Teacher, as needed, to work with student council members at Lincoln Elementary	8/26/19 through 5/25/20 \$30.00 per hour to teach Not to exceed \$600.00 total Supplemental 01.0 01000.0 11100 10000 1130 3300000
13.	Kim, Marianne Substitute teacher, as needed, to provide intervention to at-risk students at Marshall Elementary	10/14/19 through 6/11/20 \$30.00 5 days a week, 6 hours a day Not to exceed \$23,150 Title I – Alternative Support 01.0 30100.0 11100 10000 1130 3600865
14.	Melkoian, Miganoush Teacher Specialist, as needed, to work on the development of Armenian curriculum materials for the World History (7 th Grade) course for the FLAG Program	6/18/19 through 6/28/19 \$27.00 per hour Not to exceed 36 hours King – Instruction Program 01.0 00000.0 11303 10000 1130 0005616
15.	Melkoian, Miganoush Teacher Specialist, as needed, to work on the development of Armenian curriculum materials for the World History (7 th Grade) course for the FLAG Program	7/01/19 through 8/29/19 \$27.00 per hour Not to exceed 342 hours King – Instruction Program 01.0 00000.0 11303 10000 1130 0005616

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
16.	Moradi, Tamik	Teachers, as needed, for Early Education & Extended Learning Programs
		10/08/19 through 6/30/20
		Daily rate of pay
		Not to exceed \$5,000.00 each
		Child Development Activities
		12.0 50251.0 85000 10000 1130
		0000671
		Self-Support Combined
		01.0 91500.0 85000 10000 1130
		0000671
		Self-Supporting Day Care
		01.0 91400.0 85000 10000 1130
		0000671
		After School Education & Safety
		01.0 60100.0 11100 10000 1130
		0000671
		California State Preschool
		12.0 61052.0 85000 10000 1130
		0000671
		Child Development Activities
		12.0 61051.0 85000 10000 1130
		0000671
		State Preschool
		12.0 61050.0 85000 10000 1130
		0000671
		LCAP
		01.0 00000.0 11100 10000 1130
		0001671
		Self-Support Preschool
		01.0 91300.0 85000 10000 1130
		0000671
		RAP
		01.0 91100.0 85000 10000 1130
		0000671

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
17.	Moradi, Tamik	Teachers, as needed, for Early Education & Extended Learning Programs
		10/08/19 through 6/30/20 Hourly rate of pay Not to exceed \$5,000.00 each Child Development Activities 12.0 50251.0 85000 10000 1130 0000671 Self-Support Combined 01.0 91500.0 85000 10000 1130 0000671 Self-Supporting Day Care 01.0 91400.0 85000 10000 1130 0000671 After School Education & Safety 01.0 60100.0 11100 10000 1130 0000671 California State Preschool 12.0 61052.0 85000 10000 1130 0000671 Child Development Activities 12.0 61051.0 85000 10000 1130 0000671 State Preschool 12.0 61050.0 85000 10000 1130 0000671 LCAP 01.0 00000.0 11100 10000 1130 0001671 Self-Support Preschool 01.0 91300.0 85000 10000 1130 0000671 RAP 01.0 91100.0 85000 10000 1130 0000671

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
18.	Moradi, Tamik Head teacher, teachers as needed for Early Education & Extended Learning Programs	10/08/19 through 6/30/20 \$30.00 per hour Not to exceed 100 hours each Child Development Activities 12.0 50251.0 85000 10000 1130 0000671 Self-Supporting Combined 01.0 91500.0 85000 10000 1130 0000671 Child Development Activities 12.0 61051.0 85000 10000 1130 0000671 Self-Supporting Daycare 01.0 91400.0 85000 10000 1160 0000671 State Preschool 12.0 61050.0 85000 10000 1130 0000671 After School Education & Safety 01.0 60100.0 11100 10000 1130 0000671 Self-Support Preschool 01.0 91300.0 85000 10000 1130 0000671 California State Preschool 12.0 61052.0 85000 10000 1160 0000671 LCAP 01.0 00000.0 11100 10000 1130 0001671 RAP 01.0 91100.0 85000 10000 1130 0000671
19.	Santos, Oscar Career Technical Education (CTE) after school teacher	8/01/19 through 6/30/20 \$50.00 per hour Not to exceed 220 hours CTEIG 01.0 63870.3 38000 10000 1130 0000684

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Additional Compensation</u>		
1.	Lescher, Whitney Teacher, as needed, to move schools for the 19-20 school year Mountain Avenue Elementary	8/14/19 through 8/15/19 Daily rate of pay Not to exceed 2 days General 01.0 00000.0 19005 10000 1130 000612
<u>Transportation Authorization</u>		
1.	Harvey, Megan M. Skywalker, Molly A. Home/Hospital Teachers, as needed Special Education	9/17/19 through 6/30/20 58 cents per mile Mileage Reimbursement Special Education – Home Hospital Instruction 01.0 00000.0 19006 10000 5210 0000600
2.	Moradi, Tamik Mileage Authorization for EEELP Teachers Early Education & Extended Learning Programs	10/08/19 through 6/30/20 58 cents per mile Child Development Activities 12.0 61051.0 85000 10000 5210 0000671 Self-Support Combined 01.0 91500.0 85000 10000 5210 0000671 Self-Support Daycare 01.0 91400.0 85000 10000 5210 0000671 California State Preschool 12.0 61052.0 85000 10000 5210 0000671 After School Education & Safety 01.0 60100.0 11100 10000 5210 0000671 RAP 01.0 91100.0 85000 10000 5210 0000671 LCAP 01.0 00000.0 11100 10000 5210 0001671

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Transportation Authorization (Cont.)</u>		
3.	Outlaw, Mildred Verdugo Academy Home Hospital Teacher as needed for transportation Health Services	7/01/19 through 6/30/20 58 cents per mile 01.0 00000.0 19029 10000 5210 00005682

Revision to Previous Personnel Report

1. Revision to Board Report No. 5, September 17, 2019

Page 8, Item 14

Barchan, Lane	Teachers, as needed, to provide snack and lunch supervision at Glendale High School	8/22/18 through 6/11/19 \$30.00 per hour Not to exceed 20 hours per pay period per teacher 01.0 00000.0 11303 10000 1130 0200000
Benkovich, Joseph		
Buarenos, Noelle		
Campbell, Joseph		
Driffill, Carol		
Foster, Dennis		
Kellogg, Laura		
Khachturian, Soseh		
Mohr, Anthony		
Pugel-Gamez, Nicole		
Whithorne, Marcus		

Change the dates to read:

8/22/19 through 6/11/20

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Revision to Previous Personnel Report (Cont.)</u>		
2.	Revision to Board Report No. 5, September 17, 2019	
	<u>Page 40, Item 22</u>	
	Beard, David	9/01/19 through 6/30/20
	Dreyfus, Martha	\$30.00 per hour
	Guzman, Javier	Not to exceed 3 hours per
	Mercado, Geraldine	week for ATS and 4 hours
		per week for Saturday
		School
		School
		01.0 00000.0 19028 10000 1130
		0001682
	Add the following names:	
	Arjoyan, Anita	
	Elzanaty, Mohammed	
3.	Revision to Board Report No. 5, September 17, 2019	
	<u>Page 48, Item 44</u>	
	Conaty, Jennifer	8/26/19 through 5/01/20
		\$30.00 per hour to work
		with students
		\$27.00 per hour for planning
		Not to exceed \$1,000.00
		Supplemental Funds
		01.0 01000.0 11100 10000 1130
		3300000
	Increase the total amount to read:	Not to exceed \$10,560.00

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Revision to Previous Personnel Report (Cont.)</u>		
4.	Revision to Board Report No. 6, October 7, 2019	
	<u>Page 26, Item 44</u>	
	Brownstein, Gina	
	Teacher, Regular	8/21/19 through 12/19/19
	TUPE	One additional hour assignment
	Hoover High School	at 1/5 daily rate of pay according
		to placement on Regular
		Teachers Salary Schedule
		01.0 66950.0 11100 10000 1110
		0000682
	Change funding source to read:	TUPE Grades 6-12, Cohort L,
		Tier 2
		01.0 66950.1 11100 10000 1110
		0000682
5.	Revision to Board Report No. 6, October 7, 2019	
	<u>Page 29, Item 55</u>	
	Der Gevorkian, Narbeh	
	Teacher, Regular	8/21/19 through 12/19/19
	TUPE	One additional hour assignment
	Clark Magnet High School	at 1/5 daily rate of pay according
		to placement on Regular
		Teachers Salary Schedule
		01.0 66950.0 11100 10000 1110
		0000682
	Change funding source to read:	TUPE Grades 6-12, Cohort L,
		Tier 2
		01.0 66950.1 11100 10000 1110
		0000682

Position

Effective Dates
 And Salary Rate

Revision to Previous Personnel Report (Cont.)

6. Revision to Board Report No. 6, October 7, 2019

Page 34, Item 84

Lopez, Laura

Teacher, as needed, to supervise students for Alternative for Suspension (ATS) and Saturday School Student Support Services

9/01/19 through 6/30/20
 \$30.00 per hour
 Not to exceed 3 hours per week for ATS and 4 hours per week for Saturday School
 01.0 00000.0 19028 10000 1130 0001682

Add the following name:
 Herabidian, Azad

7. Revision to Board Report No. 5, September 17, 2019

Page 6, Item 2

Der-Gevorkian, Narbeh
 Frazer, Steven
 Gabriel, Michelle
 Isayan, Sevada
 Kursinski, Eric

Teachers, as needed, to provide supervision during snack and lunch periods
 Clark Magnet High School

8/21/19 through 6/10/20
 Regular rate of pay
 Not to exceed \$15,000.00
 01.0 00000.0 11303 10000 1110 0900000

Change account number to read:

01.0 00000.0 11303 10000 1130 0900000

Position

Effective Dates
And Salary Rate

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 Dr. Mary Mason, Executive Director, Elementary Education; Suzanne Risse, Principal, Monte Vista Elementary; and Pamela Smith, Teacher, Monte Vista Elementary; to attend the “National Blue-Ribbon Schools Ceremony” event to be held at the Gaylord National Resort & Convention Center, at National Harbor, Maryland from November 14 – 15, 2019, with all necessary expenses, including food, to be paid from Educational Services funds, not to exceed \$6,000.00 total.

Educational Services
01.0 00000.0 00000 71001 5220 0007616

GLENDALE UNIFIED SCHOOL DISTRICT

October 22, 2019

CLASSIFIED PERSONNEL REPORT NO. 6

CONSENT CALENDAR NO. 3

TO: Board of Education
FROM: Dr. Vivian Ekchian, Superintendent
PREPARED BY: Dr. Cynthia M. Foley, Assistant Superintendent, Human Resources
SUBJECT: CLASSIFIED PERSONNEL REPORT NO. 6

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 I</u> Basheer Salem, Tamara	Verdugo Woodlands	09/18/19 through 10/10/19
<u>Extension of Medical Leave of Absence</u>		
1. Assistant Physically Handicapped Vardanyan, Maro	College View	08/19/19 through 11/15/19
2. <u>Behavior Intervention Assistant</u> Rusenko, Michele	Special Education	09/04/19 through 11/05/19
3. <u>Custodian II</u> Jacobson, William	PAEC	08/19/19 through 10/13/19
4. <u>Education Assistant I</u> Valenti, Maria	Franklin	08/13/19 through 10/13/19

Effective Dates,
 Months/Hours, and
Salary Rating

Location

Extension of Family & Medical Leave of Absence

- | | | |
|---|------|---------------------------|
| 1. <u>Custodian II</u>
Jacobson, William | PAEC | 08/19/19 through 10/13/19 |
|---|------|---------------------------|

Maternity Leave of Absence

- | | | |
|--|-------------------|---------------------------|
| 1. <u>Behavior Intervention Assistant</u>
Chavez, Jodie | Special Education | 09/20/19 through 12/01/19 |
|--|-------------------|---------------------------|

Parental Leave of Absence

- | | | |
|--|--------------------|---------------------------|
| 1. <u>Account Clerk II</u>
Meymariam, Akop | Financial Services | 10/17/19 through 11/01/19 |
| 2. <u>Behavior Intervention Assistant</u>
Chavez, Jodie | Special Education | 12/02/19 through 12/13/19 |

Election from Eligibility List

- | | | |
|--|--------------------|--|
| 1. <u>Administrative Secretary – Confidential</u>
Giannamore, Christine | Public Information | 11/01/19; 12/8; M15-6
01.0 00000.0 00000 71004 2415 0000664 |
| 2. <u>Custodian II</u>
Hernandez, Michael | Edison | 10/14/19; 12/8; 16-8
01.0 00000.0 00000 81006 2211 2500000 |

Reclassification

- | | | |
|--|--|---|
| 1. <u>Typist Clerk III</u>
Simon, Christine | Special Education
From Typist Clerk II,
12/9 | 10/09/19; 16-8
01.0 65000.0 50011 21000 2410 0000600 |
|--|--|---|

	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Deceased</u>		
1. <u>Custodian II</u> Mortensen, Ronald		10/04/19
<u>Additional Assignment Temporary - At Established Rate of Pay</u>		
1. <u>Assistant Physically Handicapped</u> Zendejas, Ana	Mann	10/01/19 through 06/10/20 Not to exceed \$2,556.00 Title I Alternative Support 01.0 30100.0 11100 10000 2130 3500865
2. <u>Education Assistant II</u> Gabuchian, Narine Ghazaryan, Laura	Clark	10/01/19 through 06/30/20 Not to exceed \$4,000.00 total Title I Alternative Support 01.0 30100.0 11100 10000 2130 0900865
Olmedo, Norma	Edison	09/01/19 through 06/10/20 Not to exceed \$7,000.00 total Not to exceed 2 hours a day, 4 days a week Title I 01.0 30100.0 11100 10000 2130 2500000
Fell, Angela Sandoval, Sergio	Mann	10/01/19 through 06/10/20 Not to exceed \$2,556.00 Title I Alternative Support 01.0 30100.0 11100 10000 2130 3500865
Gaskin, Ramelle	Rosemont	10/01/19 through 06/30/20 Not to exceed \$724.00 total Peak Load 01.0 00000.0 00000 31101 2430 0004682

Effective Dates,
 Months/Hours, and
Salary Rating

Location

Additional Assignment Temporary - At Established Rate of Pay - Continued

- | | | |
|--|-----------------|---|
| <p>3. <u>Education Assistant I</u>
 Kalayjian, Marlene
 Nguyen, Chuyen</p> | <p>EEELP</p> | <p>09/19/19 through 06/30/20
 Child Development Activities
 12.0 61051.0 85000 10000 2160 0000671
 Child Development Activities
 12.0 61051.0 85000 10000 2130 0000671
 Self Supporting Combined
 01.0 91500.0 85000 10000 2130 0000671</p> |
| <p>4. <u>Elementary Yard Duty Leader</u>
 Tejada, Luisa</p> | <p>Cerritos</p> | <p>09/09/19 through 06/05/20
 Not to exceed \$100.00, total
 Supplemental
 01.0 01000.0 11100 10000 2930 2200000</p> |
| <p>5. <u>Multimedia Technology Assistant</u>
 De Torres, Ebner</p> | <p>Mann</p> | <p>10/01/19 through 06/10/20
 Not to exceed \$2,556.00
 Title I Alternative Support
 01.0 30100.0 11100 10000 2130 3500865</p> |

	<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>Assistant Physically Handicapped</u>		
Ghazarian, Alice	Special Education From 9.25/5	08/19/19; 9.25/6 01.0 65000.0 57707 11200 2110 0000600
b. <u>Typist Clerk II</u>		
Barcena, Norma	College View From 12/6	10/07/19; 12/8 01.0 65000.0 57501 27000 2410 5000000
2. <u>Change of Location</u>		
a. <u>Custodian I</u>		
Shaw, Quami	FASO From La Crescenta	09/23/19 (Night) 01.0 00000.0 00000 81006 2211 0000640
b. <u>Custodian II</u>		
Avina, Evelyn	Valley View From Rosemont	10/14/19 (Day) 01.0 00000.0 00000 81006 2211 4100000
3. <u>Provisional Assignment</u>		
a. <u>Cook/Baker</u>		
Rostamians, Armineh	Glendale From Cafeteria Worker I, 1-9	09/16/19 through 09/20/19 8 hours a day 9-6 13.0 53100.0 00000 37000 2212 0200000

Effective Dates,
Months/Hours, and
Salary Rating

Location

Revisions to Previous Board Reports

1. Revision to Personnel Report #5, October 7, 2019

Page 3, Item 1

Additional Assignment Temporary - At Established Rate of Pay

Education Assistant II

Ghazaryan, Laura

Clark

08/19/19 through 06/30/20

Not to exceed \$4,000.00 total

Title I

01.0 30100.0 11100 10000 2130 0900000

Add name to read:

Gabuchian, Narine

2. Revision to Personnel Report #5, October 7, 2019

Page 5, Item 3b

Provisional Assignments

Custodian II

Hernandez, Nicole

PAEC

From Custodian I,

11-4

08/16/19 through 10/08/19

8 hours a day (days)

16-3

01.0 00000.0 00000 81006 2211 0000256

Change date to read:

08/16/19 through 10/11/19

Effective Dates,
Months/Hours, and
Salary Rating

Location

Revisions to Previous Board Reports - Continued

3. Revision to Personnel Report #3, September 3, 2019

Page 21, Item 8

Personal Services Agreement

Petros, Stella

Consultant
As needed,
To provide
Mental Health
Counseling to
Students
District-wide
And supervision
Of Social Work
Interns

08/20/19 through 06/30/20
Not to exceed \$5,000.00 total
\$80.00 per hour
Attend/Fster/Homeless/Mental Health
01.0 05641.0 11100 10000 5811 0000617

Change to read::

Consultant as needed,
to provide mental health
counseling to students
district-wide and supervision
of Social Work interns and
CWA counseling staff

Effective Dates,
 Months/Hours, and
Salary Rating

Location

Revisions to Previous Board Reports - Continued

4. Revision to Personnel Report #1, July 16, 2019

Page 39

Election of Classified/Non Classified Hourly Substitutes through 06/30/20

Yard Duty Assistants

Aslanian, Armineh	Jefferson	08/21/19 through 06/10/20
Davoudi, Nora		\$12.00 per hour
Davtyan, Anush		Not to exceed \$1,700.00 total
Hernandez-Montague, Sofia		Title I
Margarian, Carolin		01.0 30100.0 11100 10000 2930 3000000
Mehrabi, Melina		
Moradyan, Marine		
Nercessian-Kataralis, Maro		
Ordubegian, Marita		
Patel, Priti		
Rodriguez Mercado, Nancy		
Sehwani, Kiran		
Shirinyanes, Melina		
Shirvanian, Karineh		
Sinany, Manoosh		
Ter Avetisyan, Ruzanna		

Add name to read:

Yaqoobi Masihi, Markarit

	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Election of Classified Hourly Substitutes through 06/30/20</u>		
Yagoobi, Masihi		07/01/19 through 06/30/20
Griffin, Angela	Lincoln	08/01/19 through 06/11/20 Not to exceed \$2,346.00 total Supplemental 01.0 01000.0 00000 27000 2430 3300000
<u>BBS Associate RS Counselor</u>		
Haig, Juliana Nazaryan, Julieta	Special Education	09/03/19 through 06/11/20 \$25.00 per hour Not to exceed 6 hours a day Special Ed-Mental Health Services 01.0 65120.0 50011 21000 2930 0000600
<u>Yard Duty Assistants</u>		
Baghdasarian, Alis Cano, Iliana Fernandez Garcia, Yamilka Harutyunyan, Alina Hernandez, Ana Hipolito De Garcia, Josefina Sanchez, Lorena	Cerritos	09/09/19 through 06/05/20 \$12.00 per hour Not to exceed \$500.00 total Supplemental 01.0 01000.0 11100 10000 2930 2200000

Effective Dates,
 Months/Hours, and
Salary Rating

Location

Election of Classified/Non Classified Hourly Substitutes through 06/30/19

1. Baby Sitter

Baghdasarian, Alis	Cerritos	09/09/19 through 06/05/20
Cano, Iliana		\$12.00 per hour
Fernandez Garcia, Yamilka		Not to exceed \$150.00 total
Harutyunyan, Alina		Supplemental
Hernandez, Ana		01.0 01000.0 11100 10000 2930 2200000
Hipolito De Garcia, Josefina		
Sanchez, Lorena		

Angelini, Viviane	Marshall	08/21/19 through 06/11/20
Arabajyan, Marina		\$12.00 per hour
Avetisyan, Kristine		Not to exceed \$300.00 total
Avila, Estela		Supplemental
Boghosian, Marlin		01.0 01000.0 11100 10000 2930 3600000
Davoodi, Meghedi		
Marouti, Armineh		
Minasian, Lena		
Najarian, Aylin		
Nazarian, Karine		
Osuna, Maria		
Rodriguez, Maria		
Ruano, Vicenta		
Yeghoyan, Romina		

Effective Dates,
 Months/Hours, and
Salary Rating

Location

Election of Classified/Non Classified Hourly Substitutes through 06/30/19 - Continued

2. Student Assistant I

Apinyan, Anush Haroutiunian, Anaida Haroutiunian, Lianna	Glendale	09/03/19 through 09/30/19 \$12.00 per hour 13.0 53100.0 00000 37000 2280 0000662
Apinyan, Aram Beach, Naomi	Clark	10/01/19 through 06/10/20 \$12.00 per hour 13.0 53100.0 00000 37000 2280 0000662
Davtyan, David, De La Rosa, Stephanie Kuhn, Taylor Da Silva Maldonado, Alyssa Marquez, Carlos Rubio, Jacqueline Vasquez, Emma	SELPA	09.17/19 through 06/30/20 \$12.00 per hour Workability 01.0 65200.0 57700 11133 2180 0000668

	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Personal Services Agreement</u>		
1. Adamis, George	Consultant, as needed for 3 rd Grade Recorders Program at Monte Vista Elementary School	10/01/19 through 06/10/20 Not to exceed \$4,500.00 total 01.0 95100.0 11100 10000 5811 3700000
2. Kim, Euna	Consultant, as needed to provide traditional cultural art lessons in Korean to FLAG Korean classes at Monte Vista and Keppel Elementary Schools, Rosemont and Toll Middle School and Hoover High School	09/25/19 through 06/11/20 Not to exceed \$1810.00 total Monte Vista Korean Donation 01.0 94374.0 11100 10000 5811 0000611=\$495.00 Keppel Korean Donation 01.0 94376.0 11100 10000 5811 0000611=\$270.00 Toll Korean Donation 01.0 94382.0 11100 10000 5811 0000611=\$145.00 Rosemont Korean Donation 01.0 94370.0 11100 10000 5811 0000611=\$360.00 Hoover Korean Donation 01.0 94384.0 11100 10000 5811 0000611=\$540.00

	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Personal Services Agreement</u> - Continued		
3. Matsko, Nelli	Consultant, as needed to develop and coordinate Music Lessons	09/27/19 through 06/11/20 Not to exceed \$8,000.00 total Donation Account 01.0 95100.0 11100 10000 5811 2800000
4. Nicholls, Sheila	Consultant, as needed to provide Music to students in the French, Italian, and Spanish Programs at Franklin Magnet School during the 2019-2020 school year	10/01/19 through 06/05/20 Not to exceed \$9,800.00 total General Fund Donation 01.0 95100.0 11100 10000 5811 2700000
5. Teems, Emily	Consultant, as needed to provide Social and Emotional Playground Environment by organizing recess games and activities at Balboa Elementary School	10/08/19 through 06/10/20 Not to exceed \$10,000.00 total Not to exceed 30 hours per week \$15.00 per hour Supplemental 01.0 01000.0 11100 10000 5811 2000000

	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Personal Services Agreement</u> - Continued		
6. Toda, Chiaki	Consultant, as needed to provide Taiko Drum Lessons to students	09/16/19 through 06/10/20 Not to exceed \$4,000.00 total 01.0 95100.0 11100 10000 5811 2400000

Transportation Authorization – 2019-2020

- 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:

BBS Associate RS Counselor

Haig, Juliana	Special Education	07/01/19 through 06/30/20: 58.0¢
Nazaryan, Julieta		Special Education-Support Services
		01.0 65000.0 50011 21000 5210 0000600

Typist Clerk III

Uranga, Adriana	Nutrition Services	07/01/19 through 06/30/20: 58.0¢
		13.0 53100.0 00000 37000 5210 0000662

GLENDALE UNIFIED SCHOOL DISTRICT

October 22, 2019

CONSENT CALENDAR NO. 4

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

The Superintendent recommends that “A” Form (Payroll Warrants) issued October 2, 2019 – October 11, 2019 as shown below totaling \$2,466,678.53, and “B” Form (Other than Payroll Warrants) issued September 1 – 30, 2019, totaling \$7,742,022.94 be approved. Funding for Form “A” Warrants is accounted for in the following funds: 01.0 General Fund, 12.0 Child Development Fund, 13.0 Cafeteria Fund, 21.1 Measure S Projects Fund, and 25.0 Capital Facilities Fund.

REGISTERED NUMBER	WARRANT NUMBER	DESCRIPTION	AMOUNT
273-N	6349698 - 6349698	Classified	\$ 409.11
274-C		Certificated	(3,360.24)
274-N	6349815 - 6349815	Classified	334.30
C5C-C	6351774 - 6351859	Certificated	549,171.52
C5C-N	6351860 - 6351866	Classified	16,394.12
275-C	6353979 - 6353980	Certificated	613.64
276-C	6354142 - 6354143	Certificated	9,352.86
277-C	6355861 - 6355861	Certificated	700.93
E4F-N	6357008 - 6357113	Classified	1,491,953.01
280-C		Certificated	(2,282.78)
280-N	6362499 - 6362499	Classified	580.26
C3C-N	6365555 - 6365661	Classified	396,412.24
281-C	6370030 - 6370033	Certificated	5,517.16
281-N	6370034 - 6370035	Classified	626.76
282-C	6371007 - 6371007	Certificated	72.84
282-N	6371008 - 6371009	Classified	182.80
TOTAL \$			<u>2,466,678.53</u>

To Support Board Priority No. 4 - Maintain District Solvency & Financial Responsibility - Manage district financial resources and facilities to support optimal learning, healthy working conditions, and strong enrollment to ensure long-term stability.#

GLENDALE UNIFIED SCHOOL DISTRICT
 CONSENT CALENDAR NO. 4

SUMMARY OF COMMERCIAL WARRANTS ISSUED FROM
 SEPTEMBER 1 THRU SEPTEMBER 30, 2019

OBJECT CODE	DESCRIPTION	NUMBER OF ENTRIES	AMOUNT
1.0 GENERAL FUND			
4110	TEXTBOOKS	55	\$ 405,498.46
4210	BOOKS & OTHER REFERENCE MATERIAL	10	1,207.17
4310	INST. MATERIALS & SUPPLIES	813	185,573.81
4312	INST. PERIODICALS & MAGAZINES	20	8,802.69
4350	OFFICE & OTHER SUPPLIES	174	25,405.72
4351	PRINTING & REPRODUCTION	14	7,239.25
4353	EDIBLE SUPPLIES	97	12,402.37
4360	TIRES, FUEL AND OIL	4	20,007.68
4370	CUSTODIAL/OPERATION SUPPLIES	95	15,230.95
4371	GROUND SUPPLIES	4	1,459.41
4372	POOL SUPPLIES	26	7,415.35
4380	MAINTENANCE SUPPLIES	19	7,933.87
4381	REPAIR SUPPLY & MATERIALS	129	73,669.38
4420	NON-CAP EQUIP -UNTAGGED	294	314,062.00
4430	NON-CAP EQUIP - TAGGED	54	65,912.90
5210	MILEAGE & CAR ALLOWANCES	31	2,803.46
5220	TRAVEL AND CONFERENCES	79	18,385.66
5310	DUES AND MEMEBERSHIPS	8	4,829.00
5510	NATURAL GAS SERVICES	6	3,960.98
5520	ELECTRICITY SERVICES	58	293,093.92
5530	WATER	49	44,983.85
5561	TRASH DISPOSAL	3	10,623.48
5562	SEWER CHARGES	51	14,912.72
5610	RENTALS, LEASES AND REPAIRS	54	37,467.79
5611	ETIS COPIER LEASES	2	5,984.31
5630	REPAIRS	79	164,987.41
5631	ETIS COPIER MAINTENANCE	15	1,356.36
5632	ETIS PRINTER MAINTENANCE	2	14,518.98
5804	NON-PUBLIC SCHOOL	1	1,066.03
5811	PERSONAL SERVICES	17	29,204.84
5812	NON-PSA SERVICE AGREEMENT	50	198,081.07
5813	UNIFORM SERVICES	1	2,589.10
5814	TRANSPORTATION	15	7,323.95
5815	OPERATING SERVICES	217	651,038.46
5816	NON-PUBLIC SCHOOL SERVICES	74	197,376.22
5821	LEGAL FEES	14	29,192.65
5823	SPEC ED LEGAL SETTLEMENTS	5	66,572.44
5828	SPED PARENT ATTORNEY FEES	4	38,747.00
5830	ADVERTISEMENT	1	392.26
5852	NON-INSTRUCTIONAL, CONSULTANTS	6	15,209.18
5853	CONTRACTUAL SERVICES	1	1,421.80

GLENDALE UNIFIED SCHOOL DISTRICT
 CONSENT CALENDAR NO. 4

SUMMARY OF COMMERCIAL WARRANTS ISSUED FROM
 SEPTEMBER 1 THRU SEPTEMBER 30, 2019

OBJECT CODE	DESCRIPTION	NUMBER OF ENTRIES	AMOUNT
5862	PHYSICALS FOR EMPLOYEES	10	20,805.64
5911	POSTAGE/UPS/FEDEX	5	667.19
5912	TELEPHONE	10	15,838.31
5914	DATA LINE	3	36,432.36
5916	OTHER PHONES	4	7,358.10
6210	ARCHITECT FEES ON BUILDINGS	1	5,475.00
6250	BUILDING CONSTRUCTION/IMPROV	5	202,848.82
6280	BUILDING INSPECTIONS	4	13,224.00
6490	CAPITALIZED EQUIPMENT	2	126,105.02
8699	ALL OTHER LOCAL REVENUES	6	1,794.45
9320	STORES	7	26,837.52
9530	FRINGE BENEFITS SUBS - H&W	1	643.40
9551	SALES TAX PAYABLE	1	13.26
9601	EMPLOYEE FINAL PAY LIABILITY	2	3,649.28
		----- 2,712	----- 3,469,636
 12.0 CHILD DEVELOPMENT FUND			
4310	INST. MATERIALS & SUPPLIES	12	587.69
4350	OFFICE & OTHER SUPPLIES	12	374.62
4353	EDIBLE SUPPLIES	12	1,161.81
4430	NON-CAP EQUIP - TAGGED	1	170.37
5210	MILEAGE & CAR ALLOWANCES	4	175.13
5812	NON-PSA SERVICE AGREEMENT	29	8,328.92
5814	TRANSPORTATION	11	3,387.02
5815	OPERATING SERVICES	1	24.00
9552	USE TAX PAYABLE	1	30.12
		----- 83	----- 14,240
 13.0 CAFETERIA FUND			
4350	OFFICE & OTHER SUPPLIES	13	4,290.10
4360	TIRES, FUEL AND OIL	4	1,351.98
4380	MAINTENANCE SUPPLIES	12	1,487.35
4381	REPAIR SUPPLY & MATERIALS	17	3,294.00
4395	NON-FOOD SUPPLIES	8	25,729.59
4420	NON-CAP EQUIP -UNTAGGED	9	3,585.44
4430	NON-CAP EQUIP - TAGGED	5	1,546.33
4710	FOOD	81	281,104.04
5220	TRAVEL AND CONFERENCES	3	265.00
5610	RENTALS, LEASES AND REPAIRS	4	5,848.32

GLENDALE UNIFIED SCHOOL DISTRICT
 CONSENT CALENDAR NO. 4

SUMMARY OF COMMERCIAL WARRANTS ISSUED FROM
 SEPTEMBER 1 THRU SEPTEMBER 30, 2019

OBJECT CODE	DESCRIPTION	NUMBER OF ENTRIES	AMOUNT
5813	UNIFORM SERVICES	27	965.65
5815	OPERATING SERVICES	20	5,353.89
5817	MONEY PICK-UPS	1	1,526.46
5916	OTHER PHONES	1	244.43
8634	FOOD SERVICE SALES	10	561.60
9551	SALES TAX PAYABLE	1	34.81
9552	USE TAX PAYABLE	9	187.76
		-----	-----
		225	337,377
	21.1 MEASURE S PROJECTS FUND		
4350	OFFICE & OTHER SUPPLIES	2	78.35
5590	OPERATIONS & OTH HOUSEKEEPING	2	625.61
5610	RENTALS, LEASES AND REPAIRS	2	476.59
5815	OPERATING SERVICES	1	17.99
5821	LEGAL FEES	1	3,675.50
5852	NON-INSTRUCTIONAL, CONSULTANTS	1	1,677.50
5911	POSTAGE/UPS/FEDEX	1	23.85
6210	ARCHITECT FEES ON BUILDINGS	4	5,462.00
6228	FEES-OTHER AGENCIES	1	1,822.70
6231	DSA PLAN CHECK FEES	2	3,055.89
6250	BUILDING CONSTRUCTION/IMPROV	5	141,859.32
6252	OTHER CONSTRUCTION	31	363,207.52
6258	CONSULTANT COSTS	1	2,420.00
6275	CONST TSTNG ON BLDNGS & IMPROV	5	10,340.00
6280	BUILDING INSPECTIONS	2	8,944.00
6293	PRINTING & DISTRIBUTION	2	248.27
9552	USE TAX PAYABLE	3	79.07
		-----	-----
		66	544,014
	21.2 CLEAN RENEWABLE ENERGY BONDS		
6231	DSA PLAN CHECK FEES	5	5,492.52
7439	OTHER DEBT SERVICE PAYMENTS	1	260,500.00
		-----	-----
		6	265,993
	25.0 CAPITAL FACILITIES FUND		
6252	OTHER CONSTRUCTION	20	422,538.28
6253	PORTABLE CLASSROOMS	1	97,880.61
6275	CONST TSTNG ON BLDNGS & IMPROV	3	10,805.00
6280	BUILDING INSPECTIONS	1	2,470.00

GLENDALE UNIFIED SCHOOL DISTRICT
 CONSENT CALENDAR NO. 4

SUMMARY OF COMMERCIAL WARRANTS ISSUED FROM
 SEPTEMBER 1 THRU SEPTEMBER 30, 2019

OBJECT CODE	DESCRIPTION	NUMBER OF ENTRIES	AMOUNT
6293	PRINTING & DISTRIBUTION	1	102.61
8681	MITIGATION/DEVELOPERS FEES	1	14,004.04
9552	USE TAX PAYABLE	1	4.66
		-----	-----
		28	547,805
	40.1 SPEC RESERVE - CAPITAL PROJECTS		
5520	ELECTRICITY SERVICES	2	749.05
5530	WATER	1	384.19
5562	SEWER CHARGES	2	288.09
5610	RENTALS, LEASES AND REPAIRS	2	9,524.00
5630	REPAIRS	7	2,413.78
5815	OPERATING SERVICES	4	1,747.02
6210	ARCHITECT FEES ON BUILDINGS	1	180.00
6252	OTHER CONSTRUCTION	12	27,394.29
6261	UTILITY SET-UP FEES-GAS	1	1,342.46
6275	CONST TSTNG ON BLDNGS & IMPROV	1	6,777.00
6280	BUILDING INSPECTIONS	2	6,776.00
6293	PRINTING & DISTRIBUTION	3	88.31
7438	DEBT SERVICE - INTEREST	1	175,495.95
9552	USE TAX PAYABLE	5	144.25
		-----	-----
		44	233,304
	40.2 SPEC RESERVE - FOOD CAP. PROJECTS		
6252	OTHER CONSTRUCTION	1	93,062.00
		-----	-----
		1	93,062
	67.0 SELF-INSURANCE FUND		
5872	DELTA ADMINISTRATIVE FEES	2	17,980.68
5873	VSP CLAIMS	6	44,448.06
5874	VSP ADMINISTRATIVE FEES	1	4,325.64
5875	DELTA PAYMENTS	1	281,362.09
5877	MEDIMPACT CLAIMS	1	9,634.06
5878	MEDIMPACT PAYMENTS	2	615,971.49
		-----	-----
		13	973,722

GLENDALE UNIFIED SCHOOL DISTRICT
 CONSENT CALENDAR NO. 4

SUMMARY OF COMMERCIAL WARRANTS ISSUED FROM
 SEPTEMBER 1 THRU SEPTEMBER 30, 2019

OBJECT CODE	DESCRIPTION	NUMBER OF ENTRIES	AMOUNT
	67.1 WORKERS' COMPENSATION FUND		
5815	OPERATING SERVICES	1	882,846.00
5852	NON-INSTRUCTIONAL, CONSULTANTS	1	11,814.92
		-----	-----
		2	894,661
	67.2 EARLY RETIREMENT BENEFITS FUND		
5815	OPERATING SERVICES	1	150,046.55
		-----	-----
		1	150,047
	76.0 WARRANT PASS-THROUGH FUND		
9517	VOLUNTARY DEDUCTIONS	3	218,162.47
		-----	-----
		3	218,162
	TOTALS	3,184	\$ 7,742,022.94

GLENDALE UNIFIED SCHOOL DISTRICT

OCTOBER 22, 2019

CONSENT CALENDAR NO. 5

TO: Board of Education
FROM: Dr. Vivian Ekchian, Superintendent
SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer
PREPARED BY: Christine J. Ward, Director, Procurement & Contract Services
SUBJECT: **PURCHASE ORDER LISTING**

The Superintendent recommends that the Board of Education approve Purchase Orders totaling \$3,387,160.95 for the period of September 23, 2019 through October 4, 2019 as listed on the attached.

SUMMARY OF PURCHASE ORDERS ISSUED FROM SEPTEMBER 23, 2019 THROUGH OCTOBER 4, 2019.

Funding Source	Number of Purchase Orders	Amount
UNRESTRICTED RESOURCES	204	\$ 1,636,373.72
FEDERAL RESTRICTED RESOURCES	54	\$ 173,987.65
STATE RESTRICTED RESOURCES	69	\$ 996,561.31
LOCAL RESTRICTED RESOURCES	84	\$ 193,339.47
CHILD DEVELOPMENT FUND	4	\$ 998.13
FOOD SERVICES FUND	23	\$ 19,755.37
MEASURE S PROJECTS FUND	6	\$ 41,461.32
DEVELOPER FEE FUND	5	\$ 64,151.79
CAPITAL PROJECTS & IMPROVEMENT FUND	9	\$ 260,532.19
TOTAL	458	\$ 3,387,160.95

In support of Board Priority #4 – Maintain District Solvency & Financial Responsibility – Manage district financial resources and facilities to support optimal learning, healthy working conditions, and strong enrollment to ensure long-term stability.

PO NUMBER	UNRESTRICTED RESOURCES VENDOR	AMOUNT
0020102223	FIRST STUDENT BLANKET PURCHASE ORDER FOR TRANSPORTATION SERVICES - CLARK MAGNET HIGH SCHOOL	1,000,000.00
0020102224	O.H. LYNN PRINTING	200.00
0020102227	STELLA PETROS CONSULTANT TO PROVIDE MENTAL HEALTH COUNSELING AND SUPERVISION OF SOCIAL WORK INTERNS, BOARD APPROVED 9/3/2019 - HEALTHY START	5,000.00
0020102228	TOSHIBA FINANCIAL SERVICES	600.00
0020102229	O.H. LYNN PRINTING	37.49
0020102235	COPY NETWORK	79.27
0020102236	STATE OF CA DEPT OF INDUSTRIAL RELATIONS	575.00
0020102244	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - ROSEMONT MIDDLE SCHOOL	55.20
0020102245	BUCKEYE CLEANING CENTERS	546.76
0020102246	PRYOR LEARNING SOLUTIONS, INC	199.00
0020102250	GRAINGER	78.17
0020102252	STELLA PETROS CONSULTANT TO SUPERVISE SOCIAL WORK INTERNS AND PROVIDE INDIVIDUAL AND GROUP COUNSELING SERVICES, BOARD APPROVED 9/3/2019 - HEALTHY START	87,000.00
0020102254	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - MANN ELEMENTARY SCHOOL	28.64
0020102255	MARK SCHMIDT	190.00
0020102256	CRESCENTA VALLEY ATHLETICS UNIFORMS - CLARK MAGNET HIGH SCHOOL	1,654.47
0020102257	AUDIOMETRICS CALIBRATION OF AUDIOMETERS - HEALTH SERVICES	2,330.00
0020102260	OFFICE DEPOT	438.80
0020102261	AMAZON CAPITAL SERVICES, INC. OFFICE EQUIPMENT - BALBOA ELEMENTARY SCHOOL	66.14
0020102263	OFFICE DEPOT	264.58
0020102264	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - GLENDALE HIGH SCHOOL	176.38
0020102265	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - ROSEMONT MIDDLE SCHOOL	55.07
0020102266	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - MUIR ELEMENTARY SCHOOL	105.81

PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0020102268	OFFICE DEPOT COMPUTER EQUIPMENT - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	260,949.28
0020102272	SUPPLYWORKS	132.67
0020102276	HOUGHTON MIFFLIN HARCOURT	6.80
0020102277	PC & MAC EXCHANGE CLASSROOM EQUIPMENT - CERRITOS ELEMENTARY SCHOOL	2,754.05
0020102279	SUPPLYWORKS CUSTODIAL SUPPLIES - MOUNTAIN AVENUE ELEMENTARY SCHOOL	1,413.52
0020102284	COMPLETE BUSINESS SYSTEMS	703.56
0020102290	COMPLETE BUSINESS SYSTEMS DUPLICATING EQUIPMENT LEASE AGREEMENT - FRANKLIN ELEMENTARY SCHOOL	1,900.00
0020102291	SCHOOL SPECIALTY BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - DUNSMORE ELEMENTARY SCHOOL	4,500.00
0020102293	LOS ANGELES TIMES	81.75
0020102294	FONDAZIONE ITALIA	137.58
0020102299	COMMUSA	232.50
0020102300	VIRCO INC. SCHOOL FURNITURE - GLENDALE HIGH SCHOOL	1,791.01
0020102301	MAINTEX	227.49
0020102302	BULBTRONICS, INC.	182.27
0020102303	AMAZON CAPITAL SERVICES, INC. AUDIOVISUAL SUPPLIES - BALBOA ELEMENTARY SCHOOL	69.42
0020102305	CDW GOVERNMENT	179.81
0020102306	CCIS-CALIF. CONSORTIUM FOR IND. STUDY	410.00
0020102313	SHARP BUSINESS SYSTEMS DUPLICATING EQUIPMENT - CATEGORICAL PROGRAMS	8,742.83
0020102314	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR COMPUTER SUPPLIES - STUDENT SUPPORT SERVICES	325.00
0020102317	G & S TRANSIT MANAGEMENT, INC. BLANKET PURCHASE ORDER FOR TRANSPORTATION SERVICES - SPECIAL EDUCATION	50,000.00

PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0020102320	TIAA COMMERCIAL FINANCE, INC COPIER LEASE AGREEMENT - MONTE VISTA ELEMENTARY SCHOOL	3,500.00
0020102321	ROSTAMI, ARLENE CONSULTANT TO ASSIST IN THE SUPERVISION AND IMPLEMENTATION OF VARIOUS PROGRAM COLLABORATIONS BETWEEN CHILD WELFARE, ATTENDANCE AND CATEGORICAL PROGRAMS OFFICE, BOARD APPROVED 9/17/2019 - STUDENT SUPPORT SERVICES	4,000.00
0020102322	GOLESTANIAN, LILIA CONSULTANT TO ASSIST IN THE SUPERVISION AND IMPLEMENTATION OF VARIOUS PROGRAM COLLABORATIONS BETWEEN CHILD WELFARE, ATTENDANCE AND CATEGORICAL PROGRAMS OFFICE, BOARD APPROVED 9/17/2019 - STUDENT SERVICES	4,000.00
0020102323	O.H. LYNN PRINTING	93.71
0020102324	SUPPLYWORKS	794.79
0020102326	CLEAN SWEEP SUPPLY CO INC	643.64
0020102328	CDW GOVERNMENT CLASSROOM EQUIPMENT - BALBOA ELEMENTARY SCHOOL	1,719.90
0020102329	GRAINGER	37.87
0020102330	CLEAN SWEEP SUPPLY CO INC	916.18
0020102331	NORTHSTAR AV	74.97
0020102332	COMPLETE BUSINESS SYSTEMS EQUIPMENT MAINTENANCE AGREEMENT - KEPPEL ELEMENTARY SCHOOL	2,850.00
0020102333	ARMINE GULYAN CONSULTANT TO ASSIST IN THE SUPERVISION AND IMPLEMENTATION OF VARIOUS PROGRAM COLLABORATIONS BETWEEN CHILD WELFARE, ATTENDANCE AND CATEGORICAL PROGRAMS OFFICE, BOARD APPROVED 9/17/2019 - STUDENT SUPPORT SERVICES	4,000.00
0020102336	ANDERSON'S IT'S ELEMENTARY	603.88
0020102339	DICK BLICK ART MATERIALS	17.36
0020102341	COMPLETE BUSINESS SYSTEMS EQUIPMENT MAINTENANCE AGREEMENT - HOOVER HIGH SCHOOL	1,900.00
0020102342	OFFICE DEPOT	223.89
0020102343	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - HUMAN RESOURCES	20.92

PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0020102345	OFFICE DEPOT	337.03
0020102346	SUPPLYWORKS	129.57
0020102347	APPLE COMPUTER COMPUTER EQUIPMENT - GLENDALE HIGH SCHOOL	1,084.94
0020102348	NIMCO	249.29
0020102350	TEACHERS' CURRICULUM INSTITUTE	965.81
0020102354	D W K MEMBERSHIP - HUMAN RESOURCES	2,000.00
0020102357	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA ERGO DIRECT - OFFICE SUPPLIES - HUMAN RESOURCES	85.82
0020102358	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA ERGO DIRECT - OFFICE SUPPLIES - HUMAN RESOURCES	85.82
0020102360	CUSTOMINK	327.77
0020102362	OFFICE DEPOT PRINTING SERVICES - VERDUGO WOODLANDS ELEMENTARY SCHOOL	1,284.06
0020102367	COMPLETE BUSINESS SYSTEMS	85.98
0020102370	SCHOOL HEALTH CORP.	82.72
0020102371	GRAINGER	53.94
0020102372	SUPPLYWORKS	115.90
0020102373	NORTHSTAR AV	352.80
0020102374	CDW GOVERNMENT	552.18
0020102376	PLASTIC DEPOT BLANKET PURCHASE ORDER FOR SAFETY SUPPLIES TO MUIR ELEMENTARY SCHOOL - FACILITY & SUPPORT OPERATIONS	1,500.00
0020102378	TOSHIBA FINANCIAL SERVICES	960.00
0020102379	CALIFORNIA MATHEMATICS LEAGUE	99.90
0020102381	RICOH USA, INC EQUIPMENT MAINTENANCE AGREEMENT - VERDUGO WOODLANDS ELEMENTARY SCHOOL	1,300.00
0020102382	TIAA COMMERCIAL FINANCE, INC COPIER LEASE AGREEMENT - VALLEY VIEW ELEMENTARY SCHOOL	2,100.00
0020102384	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - LINCOLN ELEMENTARY SCHOOL	19.82
0020102387	TOSHIBA FINANCIAL SERVICES COPIER LEASE AGREEMENT - LINCOLN ELEMENTARY SCHOOL	3,000.00

PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0020102388	COMMUSA COMPUTER EQUIPMENT - WILSON MIDDLE SCHOOL	2,956.63
0020102391	CENTURY PAVING PAVING SERVICES AT CRESCENTA VALLEY HIGH SCHOOL - SECONDARY SERVICES	9,900.00
0020102396	SUPPLYWORKS	441.21
0020102397	S & S WORLDWIDE	123.79
0020102400	SCHOOL HEALTH CORP.	59.36
0020102407	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - ROOSEVELT MIDDLE SCHOOL	72.96
0020102414	O.H. LYNN PRINTING	454.23
0020102415	OFFICE DEPOT BLANKET PURCHASE ORDER FOR OFFICE SUPPLIES - RD WHITE ELEMENTARY SCHOOL	3,000.00
0020102416	OFFICE DEPOT BLANKET PURCHASE ORDER FOR OFFICE SUPPLIES - FRANKLIN ELEMENTARY SCHOOL	4,000.00
0020102424	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - EDISON ELEMENTARY SCHOOL	1,475.65
0020102426	SCORPION PAINTING INC	425.00
0020102427	HUNTINGTON PARK RUBBER STAMP	26.50
0020102428	PORTOS BAKERY BLANKET PURCHASE ORDER FOR FOOD PRODUCTS - ROOSEVELT MIDDLE SCHOOL	1,000.00
0020102433	MONOPRICE INC.	17.86
0020102435	HOME DEPOT CREDIT SERVICES	51.86
0020102436	CALIFORNIA WESTERN VISUALS	448.20
0020102437	SHARP BUSINESS SYSTEMS AUDIOVISUAL EQUIPMENT - LA CRESCENTA ELEMENTARY SCHOOL	3,435.00
0020102438	VETERAN BUILDING MAINTENANCE, LLC	66.15
0020102439	SUPPLYWORKS	48.87
0020102440	AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - CRESCENTA VALLEY HIGH SCHOOL	230.25
0020102443	CERTIFIED WHOLESALE ELECTRIC	406.32
0020102444	HOME DEPOT CREDIT SERVICES	185.37
0020102446	PRINT ON ALL PRINTING SERVICES - PUBLIC INFORMATION	2,253.51

PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0020102447	AJAX SIGN GRAPHICS INC	19.44
0020102448	MINUTEMAN PRESS	16.54
0020102450	O.H. LYNN PRINTING	35.39
0020102452	GLENDALE SUNRISE ROTARY CLUB	340.00
0020102455	SUSAN OBERMEYER MUSICAL	746.30
0020102458	COPY NETWORK BLANKET PURCHASE ORDER FOR PRINTING SERVICES - CLARK MAGNET HIGH SCHOOL	7,500.00
0020102459	CENTER FOR EDUCATION AND EMPLOYMENT LAW	159.00
0020102462	COPY NETWORK PRINTING SERVICES - PUBLIC INFORMATION	1,497.20
0020102463	NORTHSTAR AV	149.94
0020102466	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL EQUIPMENT AND SUPPLIES - ROOSEVELT MIDDLE SCHOOL	379.73
0020102471	COUNTY SANITATION DISTRICTS	436.43
0020102472	SOUTHLAND DISPOSAL	227.77
0020102474	EWING IRRIGATION PRODUCTS	182.62
0020102476	PIONEER CHEMICAL COMPANY MAINTENANCE SUPPLIES - FACILITY & SUPPORT OPERATIONS	3,942.00
0020102479	BUCHANAN GLASS MAINTENANCE SUPPLIES - CRESCENTA VALLEY HIGH SCHOOL	4,778.50
0020102480	ULINE SHIPPING SUPPLY TOOLS, EQUIPMENT AND SUPPLIES - FACILITY & SUPPORT OPERATIONS	10,454.09
0020102481	RYAN HERCO PRODUCTS CORP. SWIMMING POOL REPAIR SUPPLIES - FACILITY & SUPPORT OPERATIONS	2,013.34
0020102483	GRAINGER	41.19
0020102486	PITNEY BOWES INC	296.40
0020102487	ULINE SHIPPING SUPPLY	477.49
0020102488	CITY OF GLENDALE BUILDING MAINTENANCE AT VARIOUS SCHOOL SITES - PLANNING, DEVELOPMENT & FACILITIES	3,676.36
0020102491	ULINE SHIPPING SUPPLY	41.75
0020102492	IPEVO INC	661.48
0020102493	CLASSROOMS ESSENTIALS ONLINE SCHOOL FURNITURE - GLENDALE HIGH SCHOOL	1,234.60

PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0020102495	PORTOS BAKERY	30.00
0020102496	COMMUSA	345.75
0020102501	READ NATURALLY	217.55
0020102502	MCGRAW-HILL EDUCATION INSTRUCTIONAL MATERIALS - CLARK MAGNET HIGH SCHOOL	2,439.26
0020102503	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - FREMONT ELEMENTARY SCHOOL	13.96
0020102505	JONES SCHOOL SUPPLY	549.74
0020102506	AMAZON CAPITAL SERVICES, INC. PHYSICAL EDUCATION SUPPLIES - BALBOA ELEMENTARY SCHOOL	1,216.54
0020102507	ACEY DECY EQUIPMENT CO., INC	242.38
0020102508	OFFICE DEPOT	82.69
0020102509	FLINN SCIENTIFIC INC	185.27
0020102510	N2Y STORE	191.08
0020102511	NASCO	41.85
0020102517	O.H. LYNN PRINTING	74.98
0020102520	MINUTEMAN PRESS	429.98
0020102523	SHAPIRO, JOEL CONSULTANT TO PROVIDE COACHING FOR PRINCIPALS, BOARD APPROVED 9/17/19, - EDUCATIONAL SERVICES	20,000.00
0020102524	PITNEY BOWES INC BLANKET PURCHASE ORDER FOR MAILING SERVICES - FACILITY & SUPPORT OPERATIONS	15,000.00
0020102530	IMAGECUBE	292.16
0020102532	HOME DEPOT CREDIT SERVICES	20.84
0020102533	O.H. LYNN PRINTING	37.49
0020102536	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - GLENOAKS ELEMENTARY SCHOOL	69.42
0020102538	OFFICE DEPOT	354.75
0020102539	AMAZON CAPITAL SERVICES, INC. COMPUTER EQUIPMENT - MOUNTAIN AVENUE ELEMENTARY SCHOOL	496.11
0020102540	AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - CLARK MAGNET HIGH SCHOOL	540.43
0020102543	OFFICE DEPOT	734.76
0020102544	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA CONFERENCE AND TRAVEL RELATED EXPENSES - HUMAN RESOURCES	880.37

PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0020102545	GOPHER	320.86
0020102546	AMERICAN EXPRESS CPS CA JPA - CONFERENCE EXPENSES - BUSINESS SERVICES	1,278.34
0020102550	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - MUIR ELEMENTARY SCHOOL	628.09
0020102554	DICK BLICK ART MATERIALS	78.39
0020102556	GOPHER	351.28
0020102557	ECOMIGHT, LLC	316.00
0020102558	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - LINCOLN ELEMENTARY SCHOOL	39.13
0020102559	B & H PHOTO VIDEO CLASSROOM EQUIPMENT - LINCOLN ELEMENTARY SCHOOL	1,040.21
0020102560	VARSITY SPIRIT FASHION	521.92
0020102561	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - PUBLIC INFORMATION	97.98
0020102563	ORIENTAL TRADING INC.	172.01
0020102565	AMAZON CAPITAL SERVICES, INC. PHYSICAL EDUCATION SUPPLIES - JEFFERSON ELEMENTARY SCHOOL	110.23
0020102566	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - DAILY HIGH SCHOOL	66.14
0020102567	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - DAILY HIGH SCHOOL	43.15
0020102568	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - CERRITOS ELEMENTARY SCHOOL	115.69
0020102569	DEMCO	60.34
0020102571	OFFICE DEPOT	209.98
0020102572	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - BALBOA ELEMENTARY SCHOOL	113.53
0020102580	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA ERGO DIRECTE - OFFICE SUPPLIES - HUMAN RESOURCES	85.82
0020102581	OFFICE DEPOT	55.11
0020102587	HOME DEPOT CREDIT SERVICES	420.58
0020102590	PC & MAC EXCHANGE CLASSROOM EQUIPMENT - LINCOLN ELEMENTARY SCHOOL	1,377.02

PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0020102595	IPEVO INC AUDIOVISUAL EQUIPMENT - LA CRESCENTA ELEMENTARY SCHOOL	6,263.30
0020102597	GOLDEN STAR TECHNOLOGY INC. COMPUTER EQUIPMENT - LA CRESCENTA ELEMENTARY SCHOOL	8,100.81
0020102598	CDW GOVERNMENT	191.60
0020102610	CDW GOVERNMENT	915.08
0020102612	BELLA PRINTING SERVICES	95.92
0020102616	O.H. LYNN PRINTING	37.49
0020102617	CDW GOVERNMENT LICENSE SUBSCRIPTION - CRESCENTA VALLEY HIGH SCHOOL	2,700.00
0020102619	SUNBELT RENTALS, INC	734.53
0020102621	HOME DEPOT CREDIT SERVICES	21.32
0020102623	NAPA AUTO PARTS	170.50
0020102624	HYDRAULIC INDUSTRIAL PLUMBING	227.74
0020102625	GRAINGER	63.92
0020102626	CERTIFIED WHOLESALE ELECTRIC	420.91
0020102629	SOUTHLAND DISPOSAL	500.58
0020102630	BURBANK IRRIGATION SUPPLY	26.54
0020102631	LAWN MOWER CORNER	137.76
0020102645	CDW GOVERNMENT	477.38
0020102647	PITNEY BOWES INC	90.14
0020102648	EDCLUB INC.	111.00
0020102649	PC & MAC EXCHANGE CLASSROOM EQUIPMENT - MUIR ELEMENTARY SCHOOL	2,754.05
0020102653	CUE	339.00
0020102654	AMERICAN EXPRESS CPS PORTOS BAKERY - FOOD PRODUCTS - WILSON MIDDLE SCHOOL	102.98
0020102656	CLAREMONT USD - REGIONAL SUPPORT	350.00
0020102659	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA REGISTER.COM - ONLINE SERVICES - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	249.95
0020102661	TOSHIBA FINANCIAL SERVICES COPIER LEASE AGREEMENT - MANN ELEMENTARY SCHOOL	2,500.00
0020102664	ELIZABETH ANN DANIELSON CONSULTANT TO CONDUCT TWO DAYS OF PROFESSIONAL DEVELOPMENT INLCUDING PLANNING AND PREPARATION, BOARD APPROVED 9/17/2019 - TEACHING AND LEARNING	6,000.00

PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0020102665	OFFICE DEPOT	125.00
0020102666	SHERMAN GARNETT & ASSOCIATES CONSULTANT TO PROVIDE TRAINING FOR 504 COORDINATORS DISTRICTWIDE - STUDENT SUPPORT SERVICES	3,700.00
	TOTAL	1,636,373.72
	FEDERAL RESTRICTED RESOURCES	
0020102222	CSTA	792.00
0020102251	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - GLENDALE HIGH SCHOOL	314.61
0020102274	N2Y STORE	528.10
0020102278	NETOP	487.00
0020102280	QFUSION LABS INC INSTRUCTIONAL SUPPLIES - ROOSEVELT MIDDLE SCHOOL	16,804.00
0020102286	POORE, MARIE R. CONSULTANT TO PROVIDE COUNSELING DIRECT SERVICES TO STUDENTS, PARENTS AND STAFF, BOARD APPROVED 9/3/2019 - BALBOA ELEMENTARY SCHOOL	15,000.00
0020102289	OFFICE DEPOT BLANKET PURCHASE ORDER FOR PRINTING SERVICES - JEFFERSON ELEMENTARY SCHOOL	1,500.00
0020102325	PC & MAC EXCHANGE CLASSROOM EQUIPMENT - GLENDALE HIGH SCHOOL	11,016.18
0020102340	O.H. LYNN PRINTING	51.27
0020102344	NORTHSTAR AV	253.02
0020102351	WESTERN PSYCHOLOGICAL SERVICES INSTRUCTIONAL SUPPLIES - SPECIAL EDUCATION	3,113.14
0020102355	WINSOR LEARNING, INC CONSULTANT TO PROVIDE INSTALLATION TRAINING - SPECIAL EDUCATION	2,750.00
0020102356	A TREE OF KNOWLEDGE EDUCATIONAL SERVICES SERVICE CONTRACT TO PROVIDE TUTORING SERVICES FOR HOMELESS STUDENTS DISTRICTWIDE - CATEGORICAL PROGRAMS	14,355.00
0020102359	APPLE COMPUTER COMPUTERS - GLENDALE HIGH SCHOOL	7,122.70

PO NUMBER	FEDERAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0020102385	TELOS EDUCATIONAL SERVICES SERVICE AGREEMENT TO PROVIDE PROFESSIONAL DEVELOPMENT PRESENTATION - SECONDARY SERVICES	8,690.00
0020102389	APPLE COMPUTER COMPUTER EQUIPMENT - COLLEGE VIEW SCHOOL	4,872.98
0020102392	COMMITTEE FOR ARMENIAN STUDENTS SERVICE AGREEMENT TO PROVIDE WORKSHOPS FOR PARENTS - ROOSEVELT MIDDLE SCHOOL	4,200.00
0020102393	WESTERN PSYCHOLOGICAL SERVICES	303.19
0020102401	AMAZON CAPITAL SERVICES, INC. CLASSROOM SUPPLIES - WILSON MIDDLE SCHOOL	176.18
0020102408	NCS PEARSON INSTRUCTIONAL MATERIALS - SPECIAL EDUCATION	4,833.62
0020102409	NCS PEARSON INSTRUCTIONAL MATERIALS - SPECIAL EDUCATION	1,394.66
0020102410	WESTERN PSYCHOLOGICAL SERVICES	218.30
0020102412	PRO-ED	485.10
0020102417	SOUTHWEST SCHOOL & OFFICE SUPPLY BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - CLARK MAGNET HIGH SCHOOL	1,000.00
0020102418	BILL LANE AND ASSOCIATES TRANSPORTATION SERVICES - SPECIAL EDUCATION	3,711.56
0020102419	DICK BLICK ART MATERIALS BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - CLARK MAGNET HIGH SCHOOL	1,000.00
0020102420	OFFICE DEPOT BLANKET PURCHASE ORDER FOR OFFICE SUPPLIES - CERRITOS ELEMENTARY SCHOOL	7,000.00
0020102432	LAKESHORE LEARNING	62.83
0020102441	BELLA PRINTING SERVICES PRINTING SERVICES - MUIR ELEMENTARY SCHOOL	1,411.20
0020102451	AMAZON CAPITAL SERVICES, INC. CLASSROOM SUPPLIES - GLENDALE HIGH SCHOOL	49.05

PO NUMBER	FEDERAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0020102460	TIME FOR KIDS SUBSCRIPTIONS - MARSHALL ELEMENTARY SCHOOL	1,192.95
0020102504	SCHOOL SPECIALTY	149.72
0020102512	PRO-ED	115.00
0020102513	NCS PEARSON	252.57
0020102514	NCS PEARSON	805.60
0020102515	DISCOUNT RUBBER STAMPS	19.72
0020102516	BURBANK UNIFIED SCHOOL DISTRICT	550.00
0020102522	SCHOLASTIC MAGAZINES	345.54
0020102541	SCHOLASTIC INC	439.59
0020102547	BUREAU OF EDUCATION & RESEARCH	279.00
0020102564	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - WILSON MIDDLE SCHOOL	246.11
0020102570	THE COLLEGE BOARD, WRO	235.00
0020102573	BUREAU OF EDUCATION & RESEARCH	279.00
0020102574	BUREAU OF EDUCATION & RESEARCH	279.00
0020102575	CALIFORNIA TEACHERS ASSOCIATION	195.00
0020102576	UC REGENTS	220.00
0020102582	AMERICAN EXPRESS CPS EMBASSY SUITES SACRAMENTO - CONFERENCE EXPENSES - DAILY HIGH SCHOOL	693.87
0020102590	PC & MAC EXCHANGE CLASSROOM EQUIPMENT - ROOSEVELT MIDDLE SCHOOL	1,377.02
0020102594	THE PRINCETON REVIEW ONLINE TUTORING SERVICES - GLENDALE HIGH SCHOOL	38,500.00
0020102613	SCHOOL MATE INSTRUCTIONAL SUPPLIES - KEPPEL ELEMENTARY SCHOOL	1,811.25
0020102650	PC & MAC EXCHANGE CLASSROOM EQUIPMENT - CERRITOS ELEMENTARY SCHOOL	1,377.02
0020102655	NWEA INSTRUCTIONAL MATERIALS - ROOSEVELT MIDDLE SCHOOL	10,725.00
0020102658	SCKC, INC.	179.00
0020102662	CPM EDUCATIONAL PROGRAM	225.00
	TOTAL	<hr/> 173,987.65

PO NUMBER	STATE RESTRICTED RESOURCES VENDOR	AMOUNT
0020102245	BUCKEYE CLEANING CENTERS	750.00
0020102249	LAKESHORE LEARNING INSTRUCTIONAL EQUIPMENT - COLLEGE VIEW SCHOOL	1,003.39
0020102262	HOME DEPOT CREDIT SERVICES UPRIGHT FREEZER FOR CULINARY CLASSROOM - ROOSEVELT MIDDLE SCHOOL	1,288.93
0020102269	WARNER BROS. STUDIO TOUR FIELD TRIPS - GLENDALE HIGH SCHOOL	2,116.50
0020102270	BARRISTAR STUDENT SERVICES ADMISSION TICKETS - GLENDALE HIGH SCHOOL	1,375.00
0020102271	CHILDCARE CAREERS, LLC BLANKET PURCHASE ORDER FOR CHILD CARE CAREERS - BEELP	30,000.00
0020102273	B & H PHOTO VIDEO INSTRUCTIONAL SUPPLIES - GLENDALE HIGH SCHOOL	1,675.03
0020102275	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - CLARK MAGNET HIGH SCHOOL	15.41
0020102281	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - GLENDALE HIGH SCHOOL	44.09
0020102283	MR & MRS DONALD MAY PARENT REIMBURSEMENT - SPECIAL EDUCATION	14,000.00
0020102292	LAW OFFICES OF SOO YUN PARENT REIMBURSEMENT - SPECIAL EDUCATION	7,450.00
0020102296	ASB - CVHS ACADEMY OF SCIENCE & MEDICINE	75.00
0020102297	HATCH & CESARIO ATTORNEYS-AT-LAW PROFESSIONAL SERVICES - SPECIAL EDUCATION	21,619.50
0020102308	TOTAL RECALL CAPTIONING SERVICE CONTRACT TO PROVIDE CART CAPTIONING SERVICES - SPECIAL EDUCATION	160,000.00
0020102309	ROCKSTAR RECRUITING SERVICE AGREEMENT TO PROVIDE NURSING, SPEECH, DIAGNOSTIC SERVICES AS WELL AS OCCUPATIONAL AND PHYSICAL THERAPY - SPECIAL EDUCATION	300,000.00

PO NUMBER	STATE RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0020102318	SCHNEE, KAREN CONSULTANT TO PROVIDE SPEECH, LANGUAGE ASSESSMENTS AND IEP SERVICES, BOARD APPROVED 9/17/2019 - SPECIAL EDUCATION	12,000.00
0020102319	LAW OFFICES OF HENRY TOVMASSIAN PARENT REIMBURSEMENT - SPECIAL EDUCATION	4,745.00
0020102327	MAINTEX	255.34
0020102334	PRISMA MARTINEZ CONSULTANT TO PROVIDE INDIVIDUAL COUNSELING AND ASSESSMENT, BOARD APPROVED 9/17/2019 - SPECIAL EDUCATION	15,000.00
0020102335	MARIA WHITFORD BLANKET PURCHASE ORDER FOR PARENT REIMBURSEMENT - SPECIAL EDUCATION	50,000.00
0020102349	CENGAGE LEARNING INSTRUCTIONAL MATERIALS - GLENDALE HIGH SCHOOL	6,222.63
0020102361	SAN BERNARDINO COUNTY SUPT. OF SCHOOLS	275.00
0020102364	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - CRESCENTA VALLEY HIGH SCHOOL	247.79
0020102368	OFFICE DEPOT	69.86
0020102369	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - FOOTHILL SELPA	79.96
0020102375	AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - CLARK MAGNET HIGH SCHOOL	650.01
0020102380	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - CLARK MAGNET HIGH SCHOOL	27.75
0020102386	GALE SUPPLY COMPANY	85.28
0020102394	SOLID PRESS LLC	219.00
0020102395	AMBUTECH	542.30
0020102403	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - FOOTHILL SELPA	904.99
0020102411	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA BLINDMICEMEGAMALL.COM - SPECIAL EDUCATION EQUIPMENT - FOOTHILL SELPA	96.60
0020102421	FAMILY, CAREER AND COMMUNITY LEADERS	450.00
0020102429	STUDICA INC SOFTWARE LICENSES - GLENDALE HIGH SCHOOL	5,740.00

PO NUMBER	STATE RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0020102430	VIRCO INC.	166.20
0020102431	HOME DEPOT CREDIT SERVICES STORAGE EQUIPMENT - FOOTHILL SELPA	1,066.15
0020102442	LILIT ROSENBERG CONSULTANT TO PROVIDE ASSESSMENT AND INDIVIDUAL COUNSELING, BOARD APPROVED 9/17/2019 - SPECIAL EDUCATION	30,000.00
0020102445	BURBANK UNIFIED SCHOOL DISTRICT SALARIES & BENEFITS - FOOTHILL SELPA	3,869.41
0020102457	NETOP	487.00
0020102461	NETOP	487.00
0020102469	AMERICAN EXPRESS CPS SOCAL AMERICAN SOCIETY FOR MICROBIOLOGY - MEMBERSHIP AND CONFERENCE EXPENSES - CRESCENTA VALLEY HIGH SCHOOL	250.00
0020102489	FUEL EDUCATION LLC SOFTWARE LICENSES - SECONDARY SERVICES	4,000.00
0020102497	AMERICAN EXPRESS CPS CTE FALL CONFERENCE - CONFERENCE EXPENSES - SECONDARY SERVICES	3,774.95
0020102498	ENABLING DEVICES, INC.	164.88
0020102499	AMAZON CAPITAL SERVICES, INC. INSTRUTIONAL SUPPLIES - FOOTHILL SELPA	88.05
0020102500	AMAZON CAPITAL SERVICES, INC. INSTRUTIONAL SUPPLIES - FOOTHILL SELPA	17.57
0020102531	TOSHIBA FINANCIAL SERVICES COPIER LEASE AGREEMENT - COLLEGE VIEW SCHOOL	2,000.00
0020102534	O.H. LYNN PRINTING	37.49
0020102535	ATKINSON, ANDELSON, LOYA, RUUD PROFESSIONAL SERVICES - SPECIAL EDUCATION	7,001.25
0020102537	OFFICE DEPOT COMPUTER EQUIPMENT - SECONDARY SERVICES	7,583.17
0020102542	JIST PUBLISHING	324.77
0020102549	ROYAL AMERICAN PROD. CORP.	284.15
0020102555	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - FOOTHILL SELPA	28.54

PO NUMBER	STATE RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0020102577	CAPSTONE PSYCHOLOGICAL SERVICES SERVICE CONTRACT TO PROVIDE COMPREHENSIVE PHYCHOEDUCATIONAL EVALUATION, CONSULTATION AND IEP SERVICES - SPECIAL EDUCATION	14,900.00
0020102578	INVO HEALTH CARE ASSOCIATES, LLC SERVICE AGREEMENT TO PROVIDE SPEECH, ASSESSMENTS AND IEP SERVICES - SPECIAL EDUCATION	250,000.00
0020102579	LOS ANGELES COUNTY SCIENCE & ENGINEERING FAIR	240.00
0020102583	B & H PHOTO VIDEO INSTRUCTIONAL EQUIPMENT - SECONDARY SERVICES	2,157.49
0020102584	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - GLENDALE HIGH SCHOOL	65.93
0020102585	OFFICE DEPOT	403.73
0020102586	QFUSION LABS INC INSTRUCTIONAL MATERIALS - WILSON MIDDLE SCHOOL	21,396.96
0020102588	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - CLARK MAGNET HIGH SCHOOL	26.39
0020102592	OTICON INC	165.38
0020102593	AMBUTECH	91.44
0020102601	O.H. LYNN PRINTING	136.71
0020102602	KEEP IT SIMPLE CLOTHING INSTRUCTIONAL SUPPLIES - GLENDALE HIGH SCHOOL	4,271.55
0020102618	SCHOOL OUTFITTERS	342.69
0020102660	CPI	150.00
0020102663	O.H. LYNN PRINTING	24.26
0020102668	AMERICAN EXPRESS CPS OMNI RANCHO LAS PALMAS RESORT - CONFERENCE EXPENSES - SECONDARY SERVICES	1,533.84
	TOTAL	996,561.31

PO NUMBER	LOCAL RESTRICTED RESOURCES VENDOR	AMOUNT
0020102225	FIRST STUDENT BLANKET PURCHASE ORDER FOR TRANSPORTATION SERVICES - EDISON ELEMENTARY SCHOOL	16,000.00
0020102226	JIM'S MUSICAL INSTRUMENT REPAIR REPAIR SERVICES - CRESCENTA VALLEY HIGH SCHOOL	3,314.46
0020102230	GILBERT, CATHERINE C. CONSULTANT TO PROVIDE DRAMA LESSONS AND SUPPLIES, BOARD APPROVED 9/3/2019 - KEPPEL ELEMENTARY SCHOOL	16,400.00
0020102231	ACITELLI, LUCIA CONSULTANT TO PROVIDE DRAMA LESSONS AND SUPPLIES, BOARD APPROVED 9/3/2019 - KEPPEL ELEMENTARY SCHOOL	19,266.00
0020102232	NEEL, CRISTINA CONSULTANT TO PROVIDE DANCE LESSONS AND SUPPLIES, BOARD APPROVED 9/3/2019 - KEPPEL ELEMENTARY SCHOOL	15,300.00
0020102233	NEEL, LINDA CONSULTANT TO PROVIDE DANCE LESSONS AND SUPPLIES, BOARD APPROVED 9/3/2019 - KEPPEL ELEMENTARY SCHOOL	6,000.00
0020102234	ZIERHUT, JOAN CONSULTANT TO PROVIDE VISUAL ART CLASSES AND SUPPLIES, BOARD APPROVED 9/3/2019 - KEPPEL ELEMENTARY SCHOOL	17,660.00
0020102237	GMS ELEVATOR SERVICES, INC REPAIRS AT VARIOUS SCHOOL SITES - FACILITY & SUPPORT OPERATIONS	2,505.00
0020102238	GMS ELEVATOR SERVICES, INC ANNUAL FIRE AND PRESSURE RELIEF TEST AT VARIOUS SCHOOL SITES - FACILITY & SUPPORT OPERATIONS	6,860.00
0020102247	CV FIRE PROTECTION, INC SERVICE CONTRACT TO PERFORM FIVE YEAR WET PIPE FIRE SPRINKLER CERTIFICATION AND MANN ELEMENTARY SCHOOL - FACILITY & SUPPORT OPERATIONS	4,500.00
0020102248	AMERICAN EXPRESS CPS THE LANDSCAPE EXPO - CONFERENCE EXPENSES - FACILITY & SUPPORT OPERATIONS	50.00
0020102258	IBOOKPARK INC	545.74
0020102259	SOUTH COAST AIR QUALITY MANAGEMENT DISTRIBUTION ANNUAL FEES - FACILITY & SUPPORT OPERATIONS	1,114.84

PO NUMBER	LOCAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0020102267	AMAZON CAPITAL SERVICES, INC. AUDIOVISUAL SUPPLIES - FRANKLIN ELEMENTARY SCHOOL	197.72
0020102282	REFRIGERATION SUPPLIES DISTRIBUTOR AIR CONDITIONING REPAIR SUPPLIES - FACILITY & SUPPORT OPERATIONS	1,231.91
0020102287	ALONTI CAFE & CATERING	176.16
0020102298	PC & MAC EXCHANGE COMPUTER EQUIPMENT - DUNSMORE ELEMENTARY SCHOOL	2,754.05
0020102304	GALE SUPPLY COMPANY	317.52
0020102310	MEGAPLEX SERVICE AGREEMENT TO INSTALL WINDOW FILM AS NEEDED - FACILITY & SUPPORT OPERATIONS	5,000.00
0020102311	NJP SPORTS, INC INSTALLATION OF PRIVACY WINDSCREEN AT CERRITOS ELEMENTARY SCHOOL - FACILITY & SUPPORT OPERATIONS	3,550.00
0020102312	AMAZON CAPITAL SERVICES, INC. CLASSROOM EQUIPMENT - MARSHALL ELEMENTARY SCHOOL	859.95
0020102315	UNDERWOOD FAMILY FARMS	648.00
0020102316	PLASTIC DEPOT	218.30
0020102337	FOUNDATION FOR KOREAN LANGUAGE & CULTURE	73.70
0020102352	BARNES & NOBLE	44.01
0020102353	BEST BUY	220.49
0020102365	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - ROSEMONT MIDDLE SCHOOL	72.72
0020102366	OFFICE DEPOT	104.73
0020102383	PORTOS BAKERY BLANKET PURCHASE ORDER FOR FOOD PRODUCTS - EEELP	2,000.00
0020102390	JIM'S MUSICAL INSTRUMENT REPAIR	808.51
0020102397	S & S WORLDWIDE	30.69
0020102398	SCORE SPORTS	239.16
0020102405	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - EEELP	201.90
0020102406	AMAZON CAPITAL SERVICES, INC. OUTDOOR EQUIPMENT - EEELP	61.73
0020102434	OFFICE DEPOT	295.61
0020102443	CERTIFIED WHOLESALE ELECTRIC	206.58

PO NUMBER	LOCAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0020102444	HOME DEPOT CREDIT SERVICES	177.79
0020102449	COPY NETWORK	813.65
0020102467	HYDRAULIC INDUSTRIAL PLUMBING PLUMBING SUPPLIES & EQUIPMENT - FACILITY & SUPPORT OPERATIONS	4,669.25
0020102468	ALLOY WELDING, INC REPAIR SERVICES - FACILITY & SUPPORT OPERATIONS	2,408.32
0020102470	SCOTTY'S INDUSTRIAL PRODUCTS	106.94
0020102473	KAROL'S GENERAL GARAGE & BODY SHOP	125.00
0020102475	HANGSAFE HOOKS MAINTENANCE SUPPLIES - FACILITY & SUPPORT OPERATIONS	1,878.69
0020102477	DESOTO SALES, INC.	51.82
0020102478	CASTERS & INDUSTRIAL SUPPLIES	17.08
0020102482	AA1 GRAPHICS & SIGNS	104.74
0020102484	KING'S CUSTOM SHEET METAL	242.55
0020102485	CALIFORNIA SMOG & TEST ONLY	70.00
0020102490	JANET ATIENZA	513.66
0020102521	SUSAN OBERMEYER MUSICAL MUSIC INSTRUMENT REPAIR SERVICES - TOLL MIDDLE SCHOOL	2,224.00
0020102525	FIRST STUDENT BLANKET PURCHASE ORDER FOR TRANSPORTATION SERVICES - EDUCATIONAL SERVICES	1,200.00
0020102526	FIRST STUDENT BLANKET PURCHASE ORDER FOR TRANSPORTATION SERVICES - EDUCATIONAL SERVICES	1,200.00
0020102527	FIRST STUDENT BLANKET PURCHASE ORDER FOR TRANSPORTATION SERVICES - EDUCATIONAL SERVICES	1,200.00
0020102528	FIRST STUDENT BLANKET PURCHASE ORDER FOR TRANSPORTATION SERVICES - EDUCATIONAL SERVICES	1,200.00
0020102529	FIRST STUDENT BLANKET PURCHASE ORDER FOR TRANSPORTATION SERVICES - EDUCATIONAL SERVICES	1,200.00
0020102548	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL MATERIALS - MOUNTAIN AVENUE ELEMENTARY SCHOOL	379.21

PO NUMBER	LOCAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0020102552	AMAZON CAPITAL SERVICES, INC. EMERGENCY SUPPLIES - EEELP	88.14
0020102553	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - EEELP	309.44
0020102611	HOSE LINE	360.50
0020102620	TENNANT SALES AND SERVICE	536.04
0020102622	PEP BOYS	990.04
0020102623	NAPA AUTO PARTS	582.92
0020102624	HYDRAULIC INDUSTRIAL PLUMBING PLUMBING SUPPLIES AND REPAIRS - FACILITY & SUPPORT OPERATIONS	6,379.19
0020102625	GRAINGER	38.48
0020102626	CERTIFIED WHOLESALE ELECTRIC ELECTRICAL SUPPLIES AND REPAIRS - FACILITY & SUPPORT SERVICES	6,147.79
0020102627	JOHNSTONE SUPPLY	19.21
0020102628	SCOTTY'S INDUSTRIAL PRODUCTS	857.96
0020102632	AIRGAS USA, LLC	471.11
0020102633	BUILDERS FENCE CO INC	134.46
0020102634	ROOF LINE - BURBANK	228.20
0020102635	AA1 GRAPHICS & SIGNS	165.38
0020102636	EWING IRRIGATION PRODUCTS LANDSCAPE SUPPLIES - FACILITY & SUPPORT SERVICES	3,449.39
0020102637	CALIFORNIA SMOG & TEST ONLY	60.00
0020102638	SMARDAN SUPPLY CO	106.98
0020102639	FERGUSON ENTERPRISES INC.#1350	577.26
0020102640	PLUMBING AND INDUSTRIAL SUPPLY PLUMBING EQUIPMENT AND TOOLS - FACILITY & SUPPORT OPERATIONS	5,061.58
0020102641	INTERMOUNTAIN LOCK & SECURITY SUPPLY LOCK AND KEY MACHINE - FACILITY & SUPPORT OPERATIONS	3,409.48
0020102642	TRANE U.S. INC. REPAIR MATERIALS - FACILITY & SUPPORT OPERATIONS	4,597.44
0020102643	LOWE'S	267.03
0020102644	MONTGOMERY HARDWARE COMPANY	651.04
0020102646	LOS ANGELES COUNTY DEPARTMENT	684.00
0020102651	EDCLUB INC. INSTRUCTIONAL SUPPLIES - MONTE VISTA ELEMENTARY SCHOOL	3,549.60

PO NUMBER	LOCAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0020102657	AMERICAN EXPRESS CPS LANDSCAPE EXPO - CONFERENCE EXPENSES - FACILITY & SUPPORT OPERATIONS	5.00
0020102667	SAFE SIDEWALKS INCORPORATED SERVICE CONTRACT FOR PAVING SERVICES AT WILSON MIDDLE SCHOOL - FACILITY & SUPPORT OPERATIONS	4,999.63
	TOTAL	193,339.47
0020102363	CHILD DEVELOPMENT FUND AMAZON CAPITAL SERVICES, INC. CUSTODIAL SUPPLIES - FRANKLIN ELEMENTARY SCHOOL	26.39
0020102404	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL MATERIALS - EEELP	382.86
0020102434	OFFICE DEPOT	295.62
0020102551	DISCOUNT SCHOOL SUPPLY	293.26
	TOTAL	998.13
	FOOD SERVICES FUND	
0020102285	CHEFS' TOYS FOOD SERVICE EQUIPMENT	148.65
0020102288	HOME DEPOT CREDIT SERVICES	547.28
0020102307	CSNA	35.00
0020102338	VIRGIL'S GLENDALE HARDWARE CENTER	96.75
0020102399	OFFICE DEPOT	33.05
0020102422	EAST SIDE ENTREES INC FOOD PRODUCTS - FOOD SERVICES	3,584.00
0020102443	CERTIFIED WHOLESALE ELECTRIC	174.60
0020102454	CASTERS & INDUSTRIAL SUPPLIES	36.22
0020102456	JOHNSTONE SUPPLY	428.91
0020102464	THE MONTAGUE COMPANY	688.89
0020102465	CASTERS & INDUSTRIAL SUPPLIES	53.33
0020102518	HEALTH-E MEAL PLANNER PRO SOFTWARE - FOOD SERVICES	7,130.00
0020102519	DIRECT MAIL SOURCE INC	493.92
0020102591	ACTION SALES FOOD SERVICES EQUIPMENT - JEFFERSON ELEMENTARY SCHOOL	3,648.79
0020102599	KAMRAN & COMPANY, INC	515.63
0020102600	SIGLER	795.33

PO NUMBER	FOOD SERVICES FUND (CONTINUATION) VENDOR	AMOUNT
0020102603	CERTIFIED WHOLESALE ELECTRIC	251.69
0020102604	CASTERS & INDUSTRIAL SUPPLIES	35.61
0020102605	AMERICAN REFRIGERATION SUPPLIES	220.90
0020102614	SCHOOL PORTRAITS BY ADAMS PHOTOGRAPHY	694.58
0020102615	PLUMBING AND INDUSTRIAL SUPPLY	65.65
0020102627	JOHNSTONE SUPPLY	68.32
0020102640	PLUMBING AND INDUSTRIAL SUPPLY	8.27
	TOTAL	19,755.37
	MEASURE S PROJECTS FUND	
0020102239	CERTIFIED WHOLESALE ELECTRIC BUILDING MAINTENANCE AT GLENDALE HIGH SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	3,072.08
0020102240	GRAINGER PLUMBING REPAIRS AT GLENDALE HIGH SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	2,281.91
0020102241	HYDRAULIC INDUSTRIAL PLUMBING	781.80
0020102243	EWING IRRIGATION PRODUCTS	135.14
0020102413	ACC CONTRACTORS AND KISS ENTERPRISES DBA CLAIM SETTLEMENT - LA CRESCENTA ELEMENTARY SCHOOL/ORG	35,000.00
0020102609	CERTIFIED WHOLESALE ELECTRIC	190.39
	TOTAL	41,461.32
	DEVELOPER FEE FUND	
0020102596	SOUTHWEST COATINGS INC. SERVICE AGREEMENT TO PAINT PORTABLES AT BALBOA ELEMENTARY SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	5,700.00
0020102606	INTERMOUNTAIN LOCK & SECURITY SUPPLY	679.14
0020102607	HYDRAULIC INDUSTRIAL PLUMBING	727.26
0020102608	INTERMOUNTAIN LOCK & SECURITY SUPPLY BUILDING MAINTENANCE - MONTE VISTA ELEMENTARY SCHOOL	1,445.39
0020102652	ARC CONSTRUCTION, INC. SERVICE CONTRACT TO INSTALL CONCRETE STAIRS FOR MONTE VISTA ELEMENTARY SCHOOL PORTABLE - PLANNING, DEVELOPMENT & FACILITIES	55,600.00
	TOTAL	64,151.79

PO NUMBER	CAPITAL PROJECTS & IMPROVEMENT FUND VENDOR	AMOUNT
0020102239	CERTIFIED WHOLESALE ELECTRIC	18.43
0020102242	INTERMOUNTAIN LOCK & SECURITY SUPPLY BUILDING MAINTENANCE AT CLOUD PRESCHOOL - PLANNING, DEVELOPMENT & FACILITIES	2,119.91
0020102253	SUNBELT RENTALS, INC	589.59
0020102295	SAUL ROCHA LANDSCAPING REPAIRS AT PALMER PROPERTY - FACILITY & SUPPORT OPERATIONS	1,330.00
0020102423	SCORPION PAINTING INC REPAIRS AT PALMER PROPERTY - FACILITY & SUPPORT OPERATIONS	3,975.00
0020102425	ACE REFINISHING INC.	815.00
0020102453	tBP/ARCHITECTURE ARCHITECTURAL SERVICES AT CLOUD PRESCHOOL - PLANNING, DEVELOPMENT & FACILITIES	15,300.00
0020102494	DIGITAL NETWORK GROUP INSTALLATION & SETUP OF PROJECTORS - CLOUD PRESCHOOL	7,197.32
0020102562	BANC OF AMERICA LEASING CLEAN RENEWABLE ENERGY BOND LEASE AGREEMENT, PHASE 3-4 - PLANNING, DEVELOPMENT & FACILITIES	229,186.94
	TOTAL	260,532.19

**LIST OF PO CHANGE ORDERS
DURING THE PERIOD OF 9/23/2019 THROUGH 10/4/2019
CONSENT CALENDAR NO. 5 - OCTOBER 22, 2019**

Change Order Date	PO#	Vendor	Reason of Change	Original Amount	Net Increase / Decrease	New Total
09/25/2019	0020102165	CROSBY PLUMBING	Increased PO for additional services performed	\$55,743.07	\$2,281.84	\$58,024.91
09/27/2019	0020101711	CHILDCARE CAREERS, LLC	Increased PO for extra work performed	\$1,000.00	\$2,000.00	\$3,000.00
10/02/2019	0020101557	CYBERTECH CONSTRUCTION COMPANY, INC.	Increased PO for Extra required work	\$74,777.00	\$7,473.31	\$82,250.31

GLENDALE UNIFIED SCHOOL DISTRICT

October 22, 2019

CONSENT CALENDAR NO. 6

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

The Superintendent recommends that the Board of Education approve Appropriation Transfers and Budget Revisions for Fund 01.0 Unrestricted and Restricted, 21.1 Fund, 21.2 Fund, 25.0 Fund and 40.1 Fund.

In support of Board Priority #4 – Maintain District Solvency & Financial Responsibility – Manage district financial resources and facilities to support optimal learning, healthy working conditions, and strong enrollment to ensure long-term stability.

GLENDALE UNIFIED SCHOOL DISTRICT
 October 22, 2019
 CONSENT CALENDAR NO. 6
 BUDGET TRANSFER AND ADJUSTMENT REPORT

GENERAL FUND UNRESTRICTED (01.0) Resource Codes 00000.0 thru 19999.0

REVENUES	BUDGET TRANSFERS	BUDGET ADJUSTMENTS
8010-8099 Local Control Funding Formula	\$0	\$0
8100-8299 Federal	\$0	\$0
8300-8599 Other State	\$0	\$2,400,000
8600-8799 Local	\$0	\$16,005
8910-8999 Transfers In/Contributions	\$0	(\$2,530,780)
TOTAL REVENUES	\$0	(\$114,775)

APPROPRIATION OBJECT	BUDGET TRANSFERS	BUDGET ADJUSTMENTS
1000 Certificated Salaries	(\$7,988)	\$357,677
2000 Classified Salaries	\$6,896	\$137,976
3000 Employee Benefits	(\$1,072)	\$23,768
4000 Instructional Supplies	\$2,164	\$1,005,403
5000 Contract Services	\$0	\$280,085
6000 Capital Outlay	\$0	\$20,086
7000 Other Outgo/Indirect/Transfers Out	\$0	\$0
TOTAL BUDGETED APPROPRIATIONS	\$0	\$1,824,995

NET INCREASE/DECREASE IN FUND BALANCE	\$0	(\$1,939,770)
--	------------	----------------------

October 22, 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:
Verdugo Woodlands	General Fund	0	0	0	0	0	0	0	0	\$0	Services
Cerritos	General Fund	0	0	0	0	0	0	0	0	\$0	Supplies
Various	Intervention program	(7,988)	6,896	(1,072)	2,164	0	0	0	0	\$0	Classified Salaries
CVHS	General Fund	0	0	0	0	0	0	0	0	\$0	Services
		(\$7,988)	\$6,896	(\$1,072)	\$2,164	\$0	\$0	\$0	\$0	\$0	

Dept./School	Program Description	1,000	2,000	3,000	4,000	5,000	6,000	7,000	9,000	Total	Adjustment appropriates funds for:
Educational Services	Instrumental Music	0	0	0	8,970	0	0	0	0	\$8,970	Supplies
Educational Services	Instrumental Music	0	0	0	95	0	0	0	0	\$95	Supplies
District	Bus Passes program	0	0	0	0	440	0	0	0	\$440	Adjustment - City of Glendale - Bus Passes
Educational Services	Instrumental Music	0	0	0	1,105	0	0	0	0	\$1,105	Supplies
Monte Vista	General Fund	0	0	0	15	0	0	0	0	\$15	Lost books fees
Educational Services	Instrumental Music	0	0	0	2,870	0	0	0	0	\$2,870	Supplies
Educational Services	Instrumental Music	0	0	0	960	0	0	0	0	\$960	Supplies
Educational Services	Instrumental Music	0	0	0	190	0	0	0	0	\$190	Supplies
Educational Services	Instrumental Music	0	0	0	1,360	0	0	0	0	\$1,360	Supplies
District	General Fund Offset to GEF program	0	0	0	0	0	0	0	0	\$0	Supplies
Various	Supplemental programs	188,177	167,376	4,923	858,315	248,542	20,086	0	1,549	\$1,549	Adjustment from the General Fund to offset GEF prg
Various	GF Categorical	0	(2,350)	(4,937)	91,523	(4,500)	0	0	(1,619,748)	(\$132,329)	To budget 18-19 carry-over
Various	GF Categorical	14,000	2,800	5,941	40,000	228	0	0	(79,736)	\$0	To budget 18-19 carry-over
District	HR - Teachers Salary Travel Time	13,000	0	3,898	0	0	0	0	(62,969)	\$0	To budget 18-19 carry-over
District	Superintendent Board of Education	127,500	0	31,869	0	0	0	0	(159,369)	\$0	Adjustment to update the salary for travel time
District	Principal Coaching	15,000	0	3,286	0	0	0	0	(18,286)	\$0	One time adjustment
District	DHS Violence Prevention Security Gr	0	(29,850)	(21,212)	0	35,375	0	0	15,687	\$0	Ongoing Adjustment
District	Move Special Education Intervention	0	0	0	0	0	0	0	0	\$0	Ongoing Adjustment
District	Summer School Program Budget	0	0	0	0	0	0	0	0	\$0	Adjustment to reverse July BRAT
											Adjustment to update location
		0	0	0	0	0	0	0	0	\$0	
		\$357,677	\$137,976	\$23,768	\$1,005,403	\$280,085	\$20,086	\$0	(\$1,939,770)	\$0	(\$114,775)

Object Codes
 1000 Certificated Salaries
 2000 Classified Salaries
 3000 Employee Benefits
 4000 Books & Supplies

5000 Services & Other Operating Supplies
 6000 Capital Outlay
 7000 Other Outgo
 9000 Reserves

GLENDALE UNIFIED SCHOOL DISTRICT
 October 22, 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	\$3,448,216
8300-8599 Other State	\$0	(\$140,605)
8600-8799 Local	\$0	\$1,272,123
8910-8999 Transfers In/Contributions	\$0	\$2,530,780
TOTAL REVENUES	\$0	\$7,110,514

APPROPRIATION OBJECT	BUDGET TRANSFERS	BUDGET ADJUSTMENTS
1000 Certificated Salaries	\$0	\$1,097,096
2000 Classified Salaries	\$0	\$286,184
3000 Employee Benefits	\$0	\$256,835
4000 Instructional Supplies	\$0	\$3,645,053
5000 Contract Services	\$0	\$1,422,075
6000 Capital Outlay	\$0	\$235,528
7000 Other Outgo/Indirect/Transfers Out	\$0	\$171,930
TOTAL BUDGETED APPROPRIATIONS	\$0	\$7,114,701

NET INCREASE/DECREASE IN FUND BALANCE	\$0	(\$4,187)
--	------------	------------------

GLENDALE UNIFIED SCHOOL DISTRICT

October 22, 2019
 CONSENT CALENDAR NO. 6
 BUDGET TRANSFER AND ADJUSTMENT REPORT
 GENERAL FUND, RESTRICTED (01.0) Resource Codes 20000.0 thru 99999.0

BUDGET TRANSFERS	Program Description	Resource	1000	2000	3000	4000	5000	6000	7000	9000	Total	Transfer provides funds for:
Total Budget Transfers	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX		0	0	0	0	0	0	0	0	\$0	\$0

Dept/Site	Program Description	Resource Code	1000	2000	3000	4000	5000	6000	7000	9000	Total	Adjustment appropriates funds for:
Toll	School Site Donations	95100.0	0	0	0	0	1,448	0	0	0	\$1,448	To allocate income
Monte Vista	School Site Donations	95100.0	0	2,678	822	0	0	0	0	0	\$3,500	To allocate income
Mountain Avenue	School Site Donations	95100.0	0	0	0	3,890	0	0	0	0	\$3,890	To allocate income (Chromebooks)
Mountain Avenue	School Site Donations	95100.0	0	0	0	1,782	0	0	0	0	\$1,782	To allocate income
College View	School Site Donations	95100.0	0	0	0	21	0	0	0	0	\$21	To allocate income
Dunsmuir	School Site Donations	95100.0	0	0	0	250	0	0	0	0	\$250	To allocate income
Dunsmuir	School Site Donations	95100.0	0	0	0	100	0	0	0	0	\$100	To allocate income
Roosevelt	Healthier US School Challenge Award from US Dept. of	95100.0	0	0	0	0	10,260	0	0	0	\$10,260	To allocate income (Field Trip)
Fremont	School Site Donations	95100.0	0	0	0	0	44,063	0	0	0	\$44,063	To allocate income (Enrichment, Intervention, Art & Music)
Franklin	Glendale Sunrise Rotary	94230.0	0	0	0	1,395	0	0	0	0	\$1,395	To allocate income
Franklin	School Site Donations	95100.0	0	0	0	1,596	0	0	0	0	\$1,596	To allocate income
Rosemont	School Site Donations	95100.0	0	0	0	7,272	0	0	0	0	\$7,272	To allocate income (Chromebooks)
Rosemont	School Site Donations	95100.0	0	0	0	282	0	0	0	0	\$282	To allocate income
Rosemont	School Site Donations	95100.0	0	0	0	70	0	0	0	0	\$70	To allocate income
Rosemont	School Site Donations	95100.0	0	0	0	765	0	0	0	0	\$765	To allocate income
Rosemont	School Site Donations	95100.0	0	0	0	12,000	0	0	0	0	\$12,000	To allocate income (equipment)
Rosemont	School Site Donations	95100.0	0	0	0	0	0	0	0	0	\$0	To allocate income (Adjustment for Alternate Dispute Resolution)
Footfall SELPA	Footfall SELPA	33951.0	0	0	0	350	0	0	0	0	\$350	To allocate income
Franklin	School Site Donations	95100.0	0	0	0	500	0	0	0	0	\$500	To allocate income
Franklin	School Site Donations	95100.0	0	0	0	35	0	0	0	0	\$35	To allocate income
Monte Vista	School Site Donations	95100.0	0	0	0	100	0	0	0	0	\$100	To allocate income
Rosemont	School Site Donations	95100.0	0	0	0	4,187	0	0	0	0	\$4,187	To allocate income (Chromebooks)
Verdugo Woodlands	School Site Donations	95100.0	0	0	0	0	8,820	0	0	0	\$8,820	To allocate income (Music program)
District	GEF Arts Grant	94302.1	0	0	0	2,137	0	0	0	0	\$2,137	To budget 18-19 carry-over
District	GEF Health Grant	94302.2	0	0	0	4,349	0	0	0	0	\$4,349	To budget 18-19 carry-over
District	GEF Science & Tech	94302.3	0	0	0	21,313	0	0	0	0	\$21,313	To budget 18-19 carry-over
District	Scholar Share 529 matching program	94302.4	0	0	0	7,200	0	0	0	0	\$7,200	To budget 18-19 carry-over
Verdugo Woodlands	School Site Donations	95100.0	0	0	0	0	200	0	0	0	\$200	To allocate income (services)
Verdugo Woodlands	School Site Donations	95100.0	0	0	0	0	9,870	0	0	0	\$9,870	To allocate income
Categorical Programs	Curriculum Events	94003.0	0	0	0	447	0	0	0	0	\$447	To allocate income
Categorical Programs	Adelante tallos	94340.0	0	0	0	0	15,782	0	0	0	\$15,782	To budget 18-19 carry-over
Administration	Title I	42161.0	0	0	0	1,400	707	0	0	0	\$2,107	To budget 18-19 carry-over
Administration	RSI	42161.0	0	0	0	0	13,453	0	0	0	\$13,453	To budget 18-19 carry-over
Administration	Title II EL	42030.0	688,425	9,169	126,411	1,129,948	63,325	0	92,513	0	\$2,109,791	To budget 18-19 carry-over
District	CSI	31820.0	226,007	192,631	49,717	231,810	77,706	0	50,806	0	\$826,977	To budget 18-19 carry-over
District	Admin Center Donations	94200.0	7,938	(720)	(9,994)	(20,451)	(59,501)	0	0	0	(\$81,756)	To budget 18-19 carry-over
District	Donations	94200.0	24,969	8,839	13,474	42,347	6,351	0	0	0	\$85,600	To budget 18-19 carry-over
District	Supplemental program	78102.0	94,197	33,188	38,564	591,507	203,274	35,528	0	0	\$1,462,569	Grant Award for 19-20 school year
Administration	Title II-ITQ	40352.0	8,001	17,396	13,044	13,055	103,900	0	7,164	0	\$146,560	Grant Award for 19-20 school year
Administration	Title II-TQ	40351.0	49,288	61,175	34,375	333,149	206,868	0	1,590	0	\$866,476	To budget 18-19 carry-over and new funding for 19-20
District	Move Special Education Intervention funding	65000.0	(12,382)	0	13,948	0	0	0	22,851	0	\$24,207	Adjustment to update the 19-20 funding
CTE	K12-SWP	63690.0	0	0	0	665,185	440,000	200,000	0	0	\$1,305,185	Adjustment to update location
CTE	SSP-HHS	73702.0	9,000	0	1,415	3,500	20,000	0	1,085	0	\$35,000	To budget 18-19 carry-over
District	Glendale Rotary Club Foundation	95101.0	0	0	0	0	5,000	0	0	0	\$5,000	To allocate income (College Savings)
District	Glendale Education Foundation	94302.6	0	0	0	3,200	0	0	0	0	\$3,200	To allocate income
District	Glendale Education Foundation	94302.1	0	0	0	63,412	0	0	0	0	\$63,412	To allocate income (Art Grant)
CTE	CTEIG	94302.4	0	0	0	20,365	250,000	0	0	0	\$270,365	To allocate income (Science & Tech)
Footfall SELPA	Footfall Employment Collab	63970.3	0	(36,472)	(26,389)	0	(1,200)	0	(4,500)	0	(\$68,561)	Adjustment to rebudget to match 19-20 Grant Award

Total Budget Adjustments	Object Codes	1000	2000	3000	4000	5000	6000	7000	9000	Total
Total Budget Adjustments		\$1,097,096	\$296,184	\$256,335	\$3,645,083	\$1,422,975	\$235,528	\$171,930	(\$4,187)	\$7,110,514
Object Codes										
2000 Certified Salaries										7,000
3000 Employee Benefits										8,000
4000 Books & Supplies										Income
5000 Services & Other Operating Expenses										Income
6000 Capital Outlay										Designated Reserves

GLENDALE UNIFIED SCHOOL DISTRICT
 October 22, 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	\$0
8910-8999 Transfers In/Contributions	\$0	\$0
TOTAL REVENUES	\$0	\$0

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	\$0
6000 Capital Outlay	\$0	\$12,177,169
7000 Other Outgo/Indirect/Transfers Out	\$0	\$0
TOTAL BUDGETED APPROPRIATIONS	\$0	\$12,177,169

NET INCREASE/DECREASE IN FUND BALANCE	\$0	(\$12,177,169)
--	------------	-----------------------

GLENDALE UNIFIED SCHOOL DISTRICT
 October 22, 2019
 CONSENT CALENDAR NO. 6
 BUDGET TRANSFER AND ADJUSTMENT DETAIL REPORT
 MEASURE S 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	Measure K program	0	0	0	0	0	2,775,491	0	(2,775,491)	\$0	To budget 18-19 carry-over
District	Technology program	0	0	0	0	0	(474,878)	0	474,878	\$0	To budget 18-19 carry-over
District	Modernization program	0	0	0	0	0	4,801,345	0	(4,801,345)	\$0	To budget 18-19 carry-over
District	HVAC program	0	0	0	0	0	555,746	0	(555,746)	\$0	To budget 18-19 carry-over
District	Career and Technical Education Mea	0	0	0	0	0	4,519,465	0	(4,519,465)	\$0	To budget 18-19 carry-over
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

Total Budget Transfers: \$0
 Total Budget Adjustments: \$0
 Total: \$0

GLENDALE UNIFIED SCHOOL DISTRICT

October 22, 2019

CONSENT CALENDAR NO. 6

BUDGET TRANSFER AND ADJUSTMENT REPORT

Clean Renewable Energy Bond (21.2)

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	\$0
8910-8999 Transfers In/Contributions	\$0	\$0
TOTAL REVENUES	\$0	\$0

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	\$0
6000 Capital Outlay	\$0	\$0
7000 Other Outgo/Indirect/Transfers Out	\$0	\$1,821,979
TOTAL BUDGETED APPROPRIATIONS	\$0	\$1,821,979

NET INCREASE/DECREASE IN FUND BALANCE	\$0	(\$1,821,979)
--	------------	----------------------

GLENDALE UNIFIED SCHOOL DISTRICT
 October 22, 2019
 CONSENT CALENDAR NO. 6
 Facilities Project Fund (21.2)

BUDGET TRANSFERS

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

BUDGET ADJUSTMENTS

Dept./Site	Program Description	1000	2000	3000	4000	5000	6000	7000	9000	Total	Explanation:
District	Energy program	0	0	0	0	0	1,821,979	0	(1,821,979)	0	To budget 18-19 carry-over
	Total Budget Adjustments	\$0	\$0	\$0	\$0	\$0	\$1,821,979	\$0	(\$1,821,979)	\$0	

- | | | |
|----------------------------|--|------------------|
| 1000 Object Codes | 4000 Books & Supplies | 7000 Other Outgo |
| 2000 Certificated Salaries | 5000 Services & Other Operating Supplies | 8000 Income |
| 3000 Classified Salaries | 6000 Capital Outlay | 9000 Reserves |
| 3000 Employee Benefits | | |

GLENDALE UNIFIED SCHOOL DISTRICT
 October 22, 2019
 CONSENT CALENDAR NO. 6
 BUDGET TRANSFER AND ADJUSTMENT REPORT

Developer Fee Fund (25.0)

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	\$0
8910-8999 Transfers In/Contributions	\$0	\$0
TOTAL REVENUES	\$0	\$0

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	\$0
6000 Capital Outlay	\$0	\$161,617
7000 Other Outgo/Indirect/Transfers Out	\$0	\$0
TOTAL BUDGETED APPROPRIATIONS	\$0	\$161,617

GLENDALE UNIFIED SCHOOL DISTRICT
 October 22, 2019
 CONSENT CALENDAR NO. 6
 BUDGET TRANSFER AND ADJUSTMENT REPORT

Capital Projects Fund (40.1)

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	\$0
8910-8999 Transfers In/Contributions	\$0	\$0
TOTAL REVENUES	\$0	\$0

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	\$25,000
5000 Contract Services	\$0	\$0
6000 Capital Outlay	\$0	\$4,247,346
7000 Other Outgo/Indirect/Transfers Out	\$0	\$0
TOTAL BUDGETED APPROPRIATIONS	\$0	\$4,272,346

NET INCREASE/DECREASE IN FUND BALANCE	\$0	(\$4,272,346)
--	------------	----------------------

GLENDALE UNIFIED SCHOOL DISTRICT
 October 22, 2019
 CONSENT CALENDAR NO. 6
 Capital Projects Fund (40.1) Unrestricted

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	\$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	Revision appropriates funds for:
District	Cloud portables and misc.	0	0	0	25,000	0	151,615	0	(3,676,615)	(3,500,000)	To budget 18-19 carry-over
District	CA Clean Energy Prop 39 program	0	0	0	0	0	923,483	0	(923,483)	0	To budget 18-19 carry-over
District	Modernization program	0	0	0	0	0	3,172,248	0	327,752	3,500,000	To budget 18-19 carry-over
		0	0	0	0	0	0	0	0	0	
		\$0	\$0	\$0	\$25,000	\$0	\$4,247,346	\$0	(\$4,272,346)	\$0	
	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
 9000 Reserves

GLENDALE UNIFIED SCHOOL DISTRICT

October 22, 2019

CONSENT CALENDAR NO. 7

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

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

SUBJECT: **Approval of Agreement with the California Department of Education, After School Policy and Evaluation Office, for Contract Award No. 19-23939-64568-EZ to be used for the After School Education and Safety Program (ASES) in Glendale Unified School District for the 2019-20 School Year**

The Superintendent recommends that the Board of Education enter into a local agreement with the California Department of Education, After School Policy and Evaluation Office, for Contract Award No. 19-23939-64568-EZ in the amount of \$1,184,549.38 to be used for the After School Education and Safety (ASES) Programs in nine elementary and three middle schools in the 2019-20 school year.

The Glendale Unified School District (GUSD) contracts with the California Department of Education, After School Policy and Evaluation Office, to provide State funds for after school child care programs that emphasize the improvement of academic achievement and educational enrichment. The purpose of this grant is to improve student performance in school and to provide a safe environment after school for students in grades 1-8.

The California Department of Education has awarded GUSD \$1,184,549.38 to continue implementation of the After School Education and Safety (ASES) program in nine elementary and three middle schools. The funds are to be expended from July 1, 2019 through June 30, 2020. This award is made contingent upon the availability of funds. If the Legislature takes action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly.

Glendale Unified School District

In support of 2019-2020 Board Priority No. 2: Create a Culture of Learning

“Support student learning with safe schools and programs that emphasize and increase inclusion, build positive relationships, and continue to enhance opportunities for life-long success.”

In support of 2019-2020 Board Priority No. 4: Maintain District Solvency & Financial Responsibility

“Manage district financial resources and facilities to support optimal learning, healthy working conditions, and strong enrollment to ensure long-term stability.”

GLENDALE UNIFIED SCHOOL DISTRICT

October 22, 2019

CONSENT CALENDAR NO. 8

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Dr. Kelly King, Assistant Superintendent, Educational Services
Dr. Cynthia M. Foley, Assistant Superintendent, Human Resources

SUBJECT: **Approval of New and Revised/Retired Board Policies Relating to Personnel, Students, and Instruction**

The Superintendent recommends that the Board of Education approve new, revised or retired Board Policies BP 4030 (Non-Discrimination - Tolerance/Appreciation of Differences); BP 4119.24/4219.24/4319.24 (Maintaining Appropriate Adult-Student Interactions); BP 4218 (Suspension/Demotion/Dismissal/ Disciplinary Action); BP 4218.1 (Dismissal/Suspension/Disciplinary Action (Merit System)); BP 5123 (Promotion/Acceleration/Retention); and BP 6179 (Supplemental Instruction) as recommended by the California School Boards Association (CSBA) and to comply with Education Code and federal and state laws.

BP 4030 – Nondiscrimination in Employment

CSBA Update: March 2019

Last GUSD Update: November 2010

This policy reflects new law, which adds a definition of national origin and make it an unlawful employment practice to inquire into or discriminate against an employee on the basis of immigration status. It also reflects new law which prohibits districts from requiring an employee, in exchange for a raise or bonus or as a condition of employment, to sign a nondisparagement agreement or release the right to file claim against the District for unlawful acts in the workplace, including sexual harassment. The policy also provides that a district may be responsible for any harassment of employees by nonemployees if the district knows or should have known of the conduct and failed to take action. It further revises a section to reflect a requirement to post the California Department of Fair Employment and Housing (DFEH) poster on workplace discrimination and harassment and to add the requirement to post the DFEH poster on the rights of transgender employees.

BP 4119.24, 4219.24, 4319.24 – Maintaining Appropriate Adult-Student Interactions

CSBA Update: July 2019
Last GUSD Update: N/A

This is a new policy, which addresses the avoidance of unlawful and inappropriate interactions between staff and students, an employee’s responsibility to report another employee’s violation of this policy, disciplinary consequences for staff, referral to law enforcement when appropriate, the requirement to post the code of conduct on school and/or district websites, and examples of conduct that are inappropriate or can create the appearance of impropriety.

BP 4218 – Suspension/Demotion/Dismissal/Disciplinary Action (now 4318)

CSBA Update: July 2019
Last GUSD Update: October 2006

BP 4218 is being retired as it is replaced by BP 4218.1, which directly addresses disciplinary action for Merit System districts. BP 4318 will remain intact as it addresses disciplinary action for management personnel.

BP 4218.1 – Dismissal/Suspension/Disciplinary Action (Merit System)

CSBA Update: July 2019
Last GUSD Update: N/A

BP 4218.1 replaces BP 4218, which is retired, and addresses the same information but not specific to Merit System districts. This policy addresses requirements for disciplinary proceedings for classified employees in merit system districts. This BP contains material formerly in BP 4118 – Dismissal/Suspension/Disciplinary Action for certificated employees. The policy also reflects new law, which requires the Personnel Commission to delegate its authority to an administrative law judge in cases involving allegations of egregious misconduct with a minor.

BP 5123 – Promotion/Acceleration/Retention

CSBA Update: July 2019
Last GUSD Update: October 2017

This mandatory policy is updated using California School Boards Association (CSBA) suggested language to make minor revisions reflecting current law pertaining to the

requirement to provide remedial instruction to students who are recommended for retention or are identified as being at risk for retention.

BP 6179 – Supplemental Instruction

CSBA Update: July 2019

Last GUSD Update: October 2017

This mandatory policy is updated using CSBA suggested language to reflect current law requiring the provision of remedial instruction to students who are recommended for retention or are identified as being at risk for retention. Policy also deletes reference to federal Title I program improvement, which is no longer operational, and clarifies that schools identified for comprehensive or targeted school improvement may, but are not required to, offer supplemental instruction.

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

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

TO SUPPORT 2019-2020 BOARD PRIORITY No. 1: Maximize Student Achievement

“Analyze and assess student data to strengthen attendance and personalize learning that builds college, career, and life readiness pathways for success.”

TO SUPPORT 2019-2020 BOARD PRIORITY No. 2: Create a Culture of Learning

“Support student learning with safe schools and programs that emphasize and increase inclusion, build positive relationships, and continue to enhance opportunities for life-long success.”

TO SUPPORT 2019-2020 BOARD PRIORITY No. 3: Increase Engagement

“Utilize and increase district capacities to increase engagement, relationships, and support with parents and the community that build public trust and involvement in GUSD schools.”

Personnel

Non-Discrimination - Tolerance/Appreciation of Differences

The Governing Board is determined to provide a safe, positive environment where all District employees are assured of full and equal employment access and opportunities, protection from harassment and intimidation and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law. For purposes of this policy, employees include job applicants, interns, volunteers, or persons who contracted with the District to provide services as applicable.

No District employee shall be discriminated against or harassed by any coworker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, on the basis of the employee's actual or perceived race, color, ancestry, national origin, age, religious creed, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, sex, sexual orientation, gender, gender identity, gender expression, or association with a person or group with one or more of these actual or perceived characteristics.

The District shall not inquire into any employee's immigration status nor discriminate against an employee on the basis of immigration status unless there is clear and convincing evidence that it is necessary to comply with federal immigration law. (2 CCR 11028)

Discrimination in employment based on the characteristics listed above is prohibited in all areas of employment and in all employment-related practices, including the following:

1. Discrimination in hiring, compensation, terms, conditions, and other privileges of employment.
2. Taking of an adverse employment action, such as termination or the denial of employment, promotion, job assignment, or training.
3. Unwelcome conduct, whether verbal, physical, or visual, that is so severe or pervasive as to adversely affect an employee's employment opportunities, or that has the purpose or effect of unreasonably interfering with the individual's work performance or creating an intimidating, hostile, or offensive work environment.
4. Actions and practices identified as unlawful or discriminatory pursuant to Government Code 12940 or 2 CCR 11006-11086, such as:
 - a. Sex discrimination based on an employee's pregnancy, childbirth, breastfeeding, or any related medical condition or on an employee's gender, gender expression, or gender identity, including transgender status.

Personnel

Non-Discrimination - Tolerance/Appreciation of Differences

- b. Religious creed discrimination based on an employee's religious belief or observance, including religious dress or grooming practices, or based on the District's failure or refusal to use reasonable means to accommodate an employee's religious belief, observance, or practice which conflicts with an employment requirement.
- c. Requirement for a medical or psychological examination of a job applicant, or an inquiry into whether a job applicant has a mental or physical disability or a medical condition or as to the severity of any such disability or condition, without the showing of a job-related need or business necessity
- d. Failure to make reasonable accommodation for the known physical or mental disability of an employee, or to engage in a timely, good faith, interactive process with an employee who has requested such accommodations in order to determine the effective reasonable accommodations, if any, to be provided to the employee

The Board also prohibits retaliation against any District employee who opposes any discriminatory employment practice by the District or its employees, agents, or representatives or who complains, testifies, assists, or in any way participates in the District's complaint process pursuant to this policy. No employee who requests an accommodation for any protected characteristic listed in this policy shall be subjected to any punishment or sanction, regardless of whether the request was granted. (Government Code 12940; 2 CCR 11028)

No employee shall, in exchange for a raise or bonus or as a condition of employment or continued employment, be required to sign any document that releases the employee's right to file a claim against the District or to disclose information about harassment or other unlawful employment practices. (Government Code 12964.5)

Complaints concerning employment discrimination, harassment, or retaliation shall immediately be investigated in accordance with procedures specified in the accompanying administrative regulation.

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment, including harassment of an employee by a nonemployee, shall report the incident to the Superintendent or designated District coordinator as soon as practical after the incident. All other employees are encouraged to report such incidents to their supervisor immediately. The District shall protect any employee who reports such incidents from retaliation.

Personnel

Non-Discrimination - Tolerance/Appreciation of Differences

The Superintendent or designee shall use all appropriate means to reinforce the District's nondiscrimination policy, including providing training and information to employees about how to recognize harassment, discrimination, or other related conduct, how to respond appropriately, and components of the District's policies and regulations regarding discrimination. The Superintendent or designee shall regularly review the District's employment practices and, as necessary, shall take action to ensure District compliance with the nondiscrimination laws.

Any District employee who engages in prohibited discrimination, harassment, or retaliation or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

Legal Reference: Education Code, Sections 200-262.4
Civil Code, Section 51.7
Government Code, Sections 11135; 11138; 12900-12996; 12940-12952;
12960-12976
Penal Code, Section 422.56
Code of Regulations, Title 2, Sections 11006-11086; 11013; 11019;
11023; 11024; 11027-11028
Code of Regulations, Title 5, Sections 4900-4965
United States Code, Title 20, Sections 1681-1688
United States Code, Title 29, Sections 621-634; 794
United States Code, Title 42, Sections 2000d-2000d-7; 2000e-2000e-17;
2000ff-2000ff-11; 2000h-2-2000h-6; 6101-6107; 12101-12213
Code of Federal Regulations, Title 28, Sections 35.101-35.190
Code of Federal Regulations, Title 34, Sections 100.6; 104.7; 104.8;
106.8; 106.9; 110.1-110.39
Court Decisions: Thompson V. North American Stainless Lp, (2011) 131
S.Ct. 863; Shephard V. Loyola Marymount, (2002) 102 Cal.App.4th 837

Policy Adopted: 04/21/1992

Policy Amended: 07/03/2001, 02/05/2002; 02/03/2004; 11/16/2010; 10/22/2019

Formerly BP 4001, 4002, 4003

Personnel

Maintaining Appropriate Adult-Student Interactions

The Governing Board desires to provide a positive school environment that protects the safety and well-being of District students. The Board expects all adults with whom students may interact at school or in school-related activities, including employees, independent contractors, and volunteers, to maintain the highest professional and ethical standards in their interactions with students both within and outside the educational setting. Such adults shall not engage in unlawful or inappropriate interactions with students and shall avoid boundary-blurring behaviors that undermine trust in the adult-student relationship and lead to the appearance of impropriety.

Employees are prohibited from entering into or attempting to form a romantic or sexual relationship with any student or engaging in sexual harassment of a student, including sexual advances, flirtations, requests for sexual favors, inappropriate comments about a student's body or appearance, or other verbal, visual, or physical conduct of a sexual nature.

Adults shall not intrude on a student's physical or emotional boundaries unless necessary in an emergency or to serve a legitimate purpose related to instruction, counseling, student health, or student or staff safety.

Any employee who observes or has knowledge of another employee's violation of this policy shall report the information to the Superintendent or designee or appropriate agency for investigation pursuant to the applicable complaint procedures. Other adults with knowledge of any violation of this policy are encouraged to report the violation to the Superintendent or designee. The Superintendent or designee shall protect anyone who reports a violation from retaliation. Immediate intervention shall be implemented when necessary to protect student safety or the integrity of the investigation.

Employees who engage in any conduct in violation of this policy, including retaliation against a person who reports the violation or participates in the complaint process, shall be subject to discipline, up to and including dismissal. Any other adult who violates this policy may be barred from school grounds and activities in accordance with law. The Superintendent or designee may also notify law enforcement as appropriate.

The District's employee code of conduct addressing interactions with students shall be provided to parents/guardians at the beginning of each school year and shall be posted on school and/or District web sites. (Education Code 44050)

Inappropriate Conduct

Employees shall remain vigilant of their position of authority and not abuse it when relating with students. Examples of employee conduct that can undermine professional adult-student

Personnel

Maintaining Appropriate Adult-Student Interactions

interactions or create the appearance of impropriety include, but are not limited to:

1. Initiating inappropriate physical contact.
2. Being alone with a student outside of the view of others.
3. Visiting a student's home or inviting a student to visit the employee's home without parent/guardian consent.
4. Maintaining personal contact with a student that has no legitimate educational purpose, by phone, letter, electronic communications, or other means, without including the student's parent/guardian or the principal.

When communicating electronically with students, employees shall use District equipment or technological resources when available. Employees shall not communicate with students through any medium that is designed to eliminate records of the communications. The Superintendent or designee may monitor employee usage of District technology at any time without advance notice or consent.

5. Creating or participating in social networking sites for communication with students, other than those created by the District, without the prior written approval of the principal or designee.
6. Inviting or accepting requests from students, or former students who are minors, to connect on personal social networking sites (e.g., "friending" or "following" on social media), unless the site is dedicated to school business.
7. Singling out a particular student for personal attention and friendship, including giving gifts and/or nicknames to individual students.
8. Addressing a student in an overly familiar manner, such as by using a term of endearment.
9. Socializing or spending time with students outside of school-sponsored events, except as participants in community activities.
10. Sending or accompanying students on personal errands unrelated to any legitimate educational purpose.

Personnel

Maintaining Appropriate Adult-Student Interactions

11. Transporting a student in a personal vehicle without prior authorization.
12. Encouraging students to confide their personal or family problems and/or relationships.
13. Disclosing personal, family, or other private matters to students or sharing personal secrets with students.

Legal Reference: Education Code, Sections 44030.5; 44050; 44242.5; 44940; 8980
Penal Code, Sections 11164-11174.3
Code Of Regulations, Title 5, Sections 80303; 80304

Policy Adopted: 10/22/2019

Personnel

Suspension/Demotion/Dismissal/Disciplinary Action

Termination of Probationary Employment

At any time prior to the expiration of the probationary period, the Superintendent or designee may, at his/her discretion, dismiss a probationary classified employee from District employment.

Suspension Without Pay, Demotion, Reduction of Pay Step in Class, or Dismissal of Permanent Classified Employees

Permanent classified employees shall be subject to personnel action (suspension without pay, demotion, reduction of pay step in class, dismissal) only for cause.

Definitions

- A. Suspension defined: Temporary removal of an employee from a position (with loss of pay) as a disciplinary measure or removal from the position preliminary to an investigation of charges pending demotion or dismissal. Suspension may be for varying periods, but shall not exceed 30 working days.
- B. Demotion defined: Reduction of an employee from a given class (or group of similar positions combined under a common title) to a class having a lower salary rate is deemed to be a "demotion."
 - 1. For disciplinary purposes an employee may be subjected to temporary or permanent demotion with a reduction in salary (for reasonable cause) when the seriousness of an offense is insufficient to warrant dismissal.
 - 2. An employee who has given unsatisfactory service in one classification may be demoted to a lower classification in accordance with provisions of these rules if it is the judgment of the administrator and the Assistant Superintendent, Human Resources.
- C. Dismissal defined: Separation, discharge, or permanent removal of an employee from a position (for cause) in accordance with the provisions of the Education Code and these rules.

Personnel

Suspension/Demotion/Dismissal/Disciplinary Action

Causes

1. Incompetency or inefficiency in the performance of the duties of his position based upon consecutive performance reports of "Below Expected Standards" and/or "Unsatisfactory."
2. Insubordination (including, but not limited to, refusal to do assigned work or to accept directions from superiors).
3. Carelessness or negligence in the performance of duty or in the care or use of District property.
4. Discourteous, offensive, or abusive conduct or language toward or in the presence of other employees, pupils, or the public.
5. Dishonesty.
6. Drinking alcoholic beverages on the job, or reporting for work while intoxicated.
7. Addiction to the use of narcotics.
8. Personal conduct unbecoming an officer or employee of the District.
9. Engaging in political activity during assigned hours of employment.
10. Conviction of any crime involving moral turpitude.
11. Arrest for a sex offense as defined in Education Code, Section 44010.
12. Repeated and unexcused absence or tardiness.
13. Abuse of sick leave privileges.
14. Falsifying any information supplied to the school District, including, but not limited to, information supplied on application forms, employment records, or any other school District record.

Personnel

Suspension/Demotion/Dismissal/Disciplinary Action

15. Persistent violation or refusal to obey safety rules or regulations made applicable to public schools by the governing board or by any appropriate state or local governmental agency.
16. Offering of anything of value or offering any service in exchange for special treatment in connection with the employee's job or employment, or the accepting of anything of value or any service in exchange for granting any special treatment to another employee or to any member of the public.
17. Willful or persistent violation of the Education Code or rules of the governing board.
18. Any willful failure of good conduct tending to injure the public service.
19. Abandonment of position.
20. Advocacy of overthrow of federal, state, or local government by force, violence or other unlawful means.
21. Membership in the Communist Party.

Legal Reference: Education Code, Sections 45303

Policy Adopted: 01/06/1959

Policy Amended: 09/20/1960; 08/20/1963; 11/04/1986; 02/03/2004; 10/17/2006; 10/22/2019

Formerly BP 4206, 4207

Personnel

Dismissal/Suspension/Disciplinary Action (Merit System)

The Governing Board expects all employees to perform their jobs satisfactorily and exhibit professional and appropriate conduct. A classified employee may be disciplined for unprofessional conduct or unsatisfactory performance in accordance with law, any applicable collective bargaining agreement, Board policy and administrative regulation, and the rules of the personnel commission.

Disciplinary actions shall be based on the particular facts and circumstances involved and the severity of the employee's conduct or performance. Disciplinary actions may include, but are not limited to, verbal and written warnings, involuntary reassignment, demotion, suspension without pay, reduction of pay step in class, compulsory leave, and dismissal.

The Superintendent or designee shall ensure that disciplinary actions are taken in a consistent, nondiscriminatory manner and are appropriately documented.

A probationary classified employee may be dismissed by the Superintendent or designee at any time prior to the expiration of the probationary period.

Any classified employee designated as a permanent employee shall be subject to disciplinary action only for cause as specified in administrative regulation. (Education Code 45302)

Procedures for Disciplinary Proceedings

If a permanent classified employee receives a notice from the Superintendent or designee of a recommended suspension, demotion, involuntary reassignment, or dismissal, the employee may request a hearing on the matter.

If the employee fails to request a hearing within the time specified in the notice, the employee shall be deemed to have waived the right to do so, and the Board may order the recommended disciplinary action into effect immediately.

If a timely request is submitted, the hearing shall be held at the earliest convenient date, taking into consideration the established schedule of the Board and the availability of legal counsel and witnesses. The parties shall be notified of the time and place of the hearing.

The matter shall be heard by the Board in closed session, unless the employee requests that the matter be heard in an open session meeting. (Government Code 54957)

The employee shall be entitled to appear personally, produce evidence, and be represented by legal counsel. The Board may use the services of its legal counsel in ruling upon procedural

Personnel

Dismissal/Suspension/Disciplinary Action (Merit System)

questions, objections to evidence, and issues of law. The Board may review and consider the records of any prior personnel action proceedings against the employee in which a disciplinary action was ultimately sustained and any records that were contained in the employee's personnel files and introduced into evidence at the hearing. The Board shall not be bound by rules of evidence used in California courts. Informality in any such hearing shall not invalidate any order or decision made by the Board.

At any time before a matter is submitted to the Board for decision, the Superintendent or designee may, with the consent of the Board, serve on the employee and file with the Board an amended or supplemental recommendation of disciplinary action. If the amended or supplemental recommendation includes new causes or allegations, the employee shall be afforded a reasonable opportunity to prepare a defense. Any new causes or allegations shall be deemed controverted and any objections to the amended or supplemental causes or allegation may be made orally at the hearing and shall be noted on the record.

An employee may appeal the Board's decision to the personnel commission in accordance with Education Code 45305-45307. The decision of the personnel commission shall be final. (Education Code 45306)

However, if the matter involves an allegation of egregious misconduct as defined in Education Code 44932 and involves a minor, the matter shall be referred to an administrative law judge to determine whether sufficient cause exists for disciplinary action against the employee. The ruling of the administrative law judge shall be binding on the District and the employee. (Education Code 45312)

Legal Reference: Education Code, Sections 35161; 44009; 44010; 44011; 44031; 44940; 44940.5; 44990-44994; 45101; 45109; 45123; 45124; 45202; 45240-45320; 45302-45307
Code of Civil Procedure, Section 1286.2
Government Code, Sections 11500-11529; 12900-12996; 54957
Health and Safety Code, Sections 11054; 11055; 11056; 11357-11361; 11363; 11364; 11370.1
Penal Code, Sections 187; 667.5; 830.32; 1192.7; 11165.2-11165.6
Vehicle Code, Section 1808.8
United States Code, Title 42, Sections 12101-12213
Court Decisions: California School Employees Association v. Bonita Unified School District, (2008) No. B200141; California School

Personnel

Dismissal/Suspension/Disciplinary Action (Merit System)

Employees v. Livingston Union School District, (2007) 149 Cal.App 4th 391; CSEA v. Foothill Community College District, (1975) 52 Cal. App. 3rd 150, 155-156, 124 Cal. Rptr 830

Policy Adopted: 10/22/2019

Students

Promotion/Acceleration/Retention

The Board of Education expects students to progress through each grade level within one school year. Toward this end, instruction shall be designed to accommodate the variety of ways that students learn and provide strategies for addressing academic deficiencies as needed.

Students shall progress through grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

A. Promotion and Non-Promotion

Teachers shall identify students who should be retained or who are at risk of being retained at their current grade level as early as possible in the school year and as early in their school careers as practicable.

1. Promotion will be primarily based on evidence that students meet established subject and grade level academic standards and other established measures of success.
2. Students may not be retained in Transitional Kindergarten. Students who participate in Transitional Kindergarten may not be retained at any time in Grades K-6 if retention would cause the student to exceed the maximum age of 13 years 6 months of age at the completion of 6th grade.
3. Students who attend Transitional Kindergarten are eligible to continue in kindergarten the following school year. Students who attend Transitional Kindergarten are not eligible to attend first grade the following year.
4. Teachers shall identify students who should be retained or who are at risk of being retained at their current grade levels at the following grade levels: (Education Code 48070.5)
 - a. Between grades 2 and 3
 - b. Between grades 3 and 4
 - c. Between grades 4 and 5
 - d. Between the end of the intermediate grades and the beginning of the middle school grades

Students

Promotion/Acceleration/Retention

- e. Between the end of the middle school grades and the beginning of the high school grades
5. Students shall be identified for retention on the basis of failure to meet minimum levels of proficiency, as indicated by grades and the following additional indicators of academic achievement:
 - a. Students between grades 2 and 3 and grades 3 and 4 shall be identified primarily on the basis of their level of proficiency in reading.
 - b. Proficiency in reading, English Language arts, and mathematics shall be the basis for identifying students between grades 4 and 5, between intermediate and middle school grades, and between middle school grades and high school grades. (Education Code 48070.5)

If a student does not have a single regular classroom teacher, the Superintendent or designee shall specify the teacher(s) responsible for the decision to promote or retain the student. (Education Code 48070.5)

6. The teacher's decision to promote or retain a student may be appealed in accordance with AR 5123 - Promotion/Acceleration/Retention.
 7. When a student in grades 2-9 is retained or recommended for retention or is identified as being at risk for retention, the Superintendent or designee shall offer an appropriate program of remedial instruction to assist the student in meeting grade-level expectations. (Education Code 48070.5)
- B. Acceleration - When high academic achievement is evident, the teacher may recommend a student for acceleration to a higher grade level. The student's maturity level shall be taken into consideration in making a determination to accelerate a student. Acceleration is defined as the advancement of a student beyond the grade level or course that the student would be usually expected to take.

Legal Reference: Education Code Sections 46300; 48010; 48011; 48070-48070.5; 56345; 60640-60649
Code of Regulations, Title 5, Sections 200-202

Students

Promotion/Acceleration/Retention

Policy Adopted: 06/12/1999

Policy Amended: 05/16/2000; 08/15/2000; 01/14/2003; 02/21/2012; 01/17/2017; 10/22/2019

Formerly BP 5113

Instruction

Supplemental Instruction

The Board of Education recognizes that high-quality supplemental instruction can motivate and support students to attain grade-level academic standards, overcome academic deficiencies, and/or acquire critical skills. The District shall offer programs of direct, systematic, and intensive supplemental instruction to meet student needs. Supplemental instruction shall be offered in accordance with law and may be used to assist the District in meeting its goals for student achievement.

Supplemental instruction may be offered during and outside the regular school day, including during the summer, before school, after school, on Saturday, and/or during intersessions. When supplemental instruction is offered during the regular school day, it shall not supplant the student's instruction in the core curriculum areas or physical education.

As appropriate, supplemental instruction may be provided through a classroom setting, individual or small group instruction, technology-based instruction, and/or an arrangement with a community or other external service provider.

When determined to be necessary by the principal or designee and when written parent/guardian consent is obtained for the student's participation, a student may be required to participate in supplemental instruction outside the regular school day.

Supplemental instruction shall be offered to students who are recommended for retention, or are identified as being at risk for retention, at their current grade level. (Education Code 48070.5)

In addition, supplemental instruction may be offered to:

1. Students who demonstrate academic deficiencies that may jeopardize their attainment of academic standards.
2. High school students who need support to successfully complete courses required for graduation.

Legal Reference: Education Code, Sections 37200-37202; 37223; 42238.01-42238.5; 46100; 48070-48070.6; 48200; 48985; 51210-51212; 51220-21228; 52060-52077; 60640-60649
Code of Regulations, Title 5, Sections 11470-11472
United States Code, Title 20, Section 6311

Instruction

Supplemental Instruction

Policy Adopted: 10/15/2002

Policy Amended: 12/14/2010; 10/17/2017; 10/22/2019

GLENDALE UNIFIED SCHOOL DISTRICT

October 22, 2019

CONSENT CALENDAR NO. 9

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

PREPARED BY: Dr. Narineh Makijan, Coordinator III, Career & Technical Education

SUBJECT: **Career and Technical Education Advisory Committee
Members for 2019-2020 School Year**

The Superintendent recommends that the Board of Education approve the listed Career and Technical Education (CTE) Advisory Committee members for the 2019-2020 school year.

The federal Carl D. Perkins Career Technical Education Improvement Act of 2006 (Perkins IV) requires:

“Each local educational agency (LEA) receiving Perkins IV funds must involve parents, students, academic and CTE teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals in the development, implementation, and evaluation of CTE programs.” (20 U.S.C. § 2354 (b)(5).)

The California Education Code specifies:

“The governing board of each school district participating in a career technical education program shall appoint a career technical education advisory committee to develop recommendations on the program and to provide liaison between the district and potential employers. The committee shall consist of one or more representatives of the general public knowledgeable about the disadvantaged, students, teachers, business, industry, school administration, and the field office of the Employment Development Department (EDD).” (EC § 8070.)

The State Plan for Career Technical Education specifies:

“Each CTE program assisted with Section 131 or 132 funds must have extensive business and industry involvement, as evidenced by not less than one annual business and industry advisory committee meeting and planned business and industry involvement in program activities as described in the Guidelines for the 2008—2012 Local Plan for Career Technical Education and instructions for the annual application for funds.” (2008—2012 CA CTE State Plan, Ch. 5 (2).)

Nomination of Committee Members

- 1.1 Nominations should be recommended by the head of the career technical education (CTE) department with input from the other CTE teachers, site principal, superintendent and/or the chairperson of the school board.
- 1.2 The advisory committee should be truly representative of the district and CTE program.
 - 1.2.1 Committee members should be representative of the various industry sector programs offered and include: parents, students, academic and CTE teachers, faculty, administrators, career guidance and academic counselors, representatives of business and industry, labor organizations, and representatives of special populations.
 - 1.2.2 Members must have recent, firsthand, and practical experience and must be individual/s engaged or working in an industry sector offered by the district.
 - 1.2.3 Members should exhibit substantial interest in the CTE program.
 - 1.2.4 Members should be sought as public-spirited individuals who understand a specialized area and are willing to contribute their knowledge and advice as a member of a cooperative, constructive group.
 - 1.2.5 Members should include representatives from across the district regionally or service areas of CTE.
 - 1.2.6 Members should recognize the time required and express a willingness to serve on the committee.
- 1.3 The Advisory Committee Chair should be drawn from one of the industry sector members, not a LEA employee.

Notification of Committee Member Selection

When committee members are identified, CTE teachers and administrators send a formal invite to the committee members to participate in the advisory committee meetings. The

committee member indicates whether he or she accepts to serve on the committee. The advisory committee meetings are held once a year and the partnership includes informal contacts with industry professionals to enhance and expand the Career and Technical Education programs. Additionally, there are individual advisory committee meetings scheduled based on specific industry sectors.

The following representatives will be invited to serve on the committee:

Engineering & Manufacturing

Name	Affiliation
Dr. Daniel Clouse	JPL
Hunter Press	696/ Clark
Dr. James Stone	Boeing (Retired)
Roger Widholm	696 Mentor
Carlos Gross-Jones	JPL

Arts, Media & Entertainment-Visual & Media Arts

Name	Affiliation
Roger Dickies	GCC Professor- Animation
Chien-Kang Chen	Designer/Illustrator
John Mahoney	Lucas Film, Disney
Colin Brown	Local GOU, ICG

Sports Medicine

Name	Affiliation
Christopher Lee, MD	Lakeside Community Healthcare
Bradley Peterson, MD	CHLA, CV Parent
Aaron McGuinness, DPT	Aspire Physical Therapy

Culinary

Name	Affiliation
Jennifer Gonzalez	GUSD Nutrition Services
Gary Falzone	Careers through Culinary Arts
Gail Carney	Careers through Culinary Arts
Raffi Asadourian	Head Chef for Catering
Allie Hart	Careers through Culinary Arts
Adrine Novshadyan	NOVA Cafe
Lisa Fontenesi	Careers through Culinary Arts
Karine Der-Megerditch	Tasty Thyme

Environmental Engineering-Geographical Information System (GIS)

Name	Affiliation
Waren Roberts	Rio Hondo GIS Faculty
Steve Steinberg	LA County Geog. Info Officer
Kenyon Woods	GUSD GIS parent
Kimberly Clark	SCAG Regional Planner
Emily Woods	Graduated GUSD GIS student

Arts, Media & Entertainment-Production and Managerial Arts

Name	Affiliation
Greg Williams	GHS Supervisor Auditorium Fac.
Jeanette Farr-Harkens	GCC Chair of Theatre Arts
Miguel Rojas	Industry Rigging & Electrician
Tiffany Nakawatasi	GCC Counselor
Ben Carsik	Director of Operations, Alex Theatre
Andy Lowe	East West Players Production
Michael Evans	Industry Expert Lighting & Scenic
Vanessa Tartaro	Cosmetology/Costumes
Mitch Zelezny	Sound Production
Ralph Cichetti	Rigging
Nick McCord	Event and Theatre Lighting

Arts, Media & Entertainment-Cinematography

Ethan Sullivan	4Wall Entertainment
Jacob Gonzalez	4Wall Entertainment
Leona Abrahamian	California State University, Northridge film graduate, GTV-6
Robert DelTour	Cinematographer
Laurence Nunn	Panasonic Cinema Development Manager
Michael Morris	Producer/Director, Random Inc. Production
Ron Santarsiero	Editor, Disney
Mike Cavanagh	Keycode Media
Matt Sellars	Studio Director, ESPN
Andrew Featherston	Creative Lead, Cedars-Sinai Medical Center
Bryan Rusenko	Chief Engineer, APEX

Representatives from the Employment Development Department and Foothill SELPA may serve on multiple advisory committees.

Employment Development Department

Judith Velasco	Workforce Administrator, Verdugo Workforce Development Board
----------------	---

Foothill SELPA

Dr. Richard Saunders	Workability Program
----------------------	---------------------

TO SUPPORT 2019-2020 BOARD PRIORITY No. 1: Maximize Student Achievement

“Analyze and assess student data to strengthen attendance and personalize learning that builds college, career, and life readiness pathways for success.”

TO SUPPORT 2019-2020 BOARD PRIORITY No. 3: Increase Engagement

“Utilize and increase district capacities to increase engagement, relationships, and support with parents and the community that build public trust and involvement in GUSD schools.”

GLENDALE UNIFIED SCHOOL DISTRICT

October 22, 2019

CONSENT CALENDAR NO. 10

TO: Board of Education
FROM: Dr. Vivian Ekchian, Superintendent
SUBJECT: **Acceptance of Gifts**

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

- a. The Saeva Family wish to donate to the District various new books for teacher/library use at Dunsmore Elementary School.
- b. Korean PTA wish to donate to the District \$100.00 to be used to purchase materials and supplies for use at Dunsmore Elementary School.
- c. Glendale Sunrise Rotary wishes to donate to the District \$2,400.00 to be used for cooking classes through the service agreement with Lift Enrichment for the Early Education & Extended Learning Program (EEELP).
- d. Glendale Rotary Club Foundation would like to donate to the District through the Superintendent's Office \$5,000 to be used toward the college savings account.
- e. Glendale Educational Foundation wish to donate to the District through the Superintendent's Office \$3,200.00 to be used for the 16 Bentley New Teacher Grants.
- f. Glendale Educational Foundation wish to donate to the District through the Superintendent's Office \$63,411.64 to be used for the music program in middle and high schools.
- g. Glendale Educational Foundation wish to donate to the District through the Superintendent's Office \$20,364.66 to be used for the elementary robotics programs.
- h. Mr. Luigi DeVito wishes to donate to the District a 2006 MacPro, a keyboard, and a mouse for use at Franklin Elementary School.
- i. Diana Mathieu wishes to donate to the District \$350.00 to go toward the 6th Grade Fund at Franklin Elementary School.

- j. Samantha Shahani & Kedar Mehta wish to donate to the District \$500.00 to go toward the 6th Grade Fund at Franklin Elementary School.
- k. Monte Vista Student Body wishes to donate to the District \$3,500.00 to pay for overtime for the Administrative Secretary to maintain ASB account for the 2019-2020 school year at Monte Vista Elementary School.
- l. Parents from Monte Vista wish to donate to the District \$35.00 to be used to purchase instructional materials and supplies for use at Monte Vista Elementary School.
- m. M.A.C.K. wishes to donate to the District \$3,889.79 to be used toward the purchase of Chromebooks for use at Mountain Avenue Elementary School.
- n. John Muir Elementary Foundation wishes to donate to the District \$6,820.00 to be used toward the Music Program at Muir Elementary School.
- o. W.A.V.E. Foundation wish to donate to the District \$2,490.00 to pay for Intervention teachers in the 17/18 school year at Verdugo Woodlands Elementary School.
- p. W.A.V.E. Foundation wish to donate to the District \$9,870.00 to pay for a Care Counselor in the 17/18 school year at Verdugo Woodlands Elementary School.