



Fountain Valley School District

BOARD OF TRUSTEES  
REGULAR MEETING

AGENDA

Education Center  
Board Room  
10055 Slater Avenue  
Fountain Valley, CA

April 7, 2011

- CALL TO ORDER: 6:00PM
- ROLL CALL
- APPROVAL OF AGENDA

M \_\_\_\_\_  
 2<sup>nd</sup> \_\_\_\_\_  
 V \_\_\_\_\_

- PUBLIC COMMENTS

*Speakers may address the Board of Trustees on Closed Session Items. Please comply with procedures listed on the goldenrod form "For Persons Wishing to Address the Board of Trustees" and give the form to the Executive Assistant.*

- CLOSED SESSION

The Board of Trustees will retire into Closed Session to address the following:

- Personnel Matters: *Government Code 54957 and 54957.1*  
Appointment/Assignment/Promotion of employees; employee discipline/dismissal/release; evaluation of employee performance; complaints/charges against an employee; other personnel matters.
- Public Employee Performance Evaluation: *Government Code Section 54957 & 54957.1*  
The board will meet in closed session to discuss the annual performance evaluation of the superintendent
- Negotiations: *Government Code 54957.6*  
Update and review of negotiations with the FVEA and CSEA Bargaining Units with the Board's designated representative, Mrs. Rosemary Eadie.
- Property Negotiations: *Government Code 54956.8*  
Real property negotiator Steve McMahon and legal counsel Andreas Chialtas will speak to the board about the negotiations concerning the properties at 9191 Pioneer and 10251 Yorktown Avenue, Huntington Beach, CA.

*Our mission is to promote a foundation for academic excellence, mastery of basic skills, responsible citizenship, and a desire by students to achieve their highest potential through a partnership with home and community.*

- Pupil Personnel: *Education Code 48912(b) and 48918(c)*  
Student Expulsion or other disciplinary matters
- PLEDGE OF ALLEGIANCE

**SPECIAL PRESENTATIONS**

**1. PRESENTATION BY ACTION COMMITTEE FOR EDUCATION (ACE) ON SACRAMENTO SAFARI**

The Action Committee for Education (ACE) is a broad-based school community legislative action group which addresses current issues and sponsors annual projects to promote and benefit not only the Fountain Valley School District but public education in general. Representatives shall make a presentation to the Board of Trustees on ACE’s recent participation in the Sacramento Safari.

**BOARD REPORTS AND COMMUNICATIONS**

Board Members make the following reports and communicate information to fellow Board Members and staff.

**PUBLIC COMMENTS**

*Members of the community and staff are welcome to address the Board of Trustees on any item listed on the Agenda of Business or any other item of specific concern. Speakers are requested to limit their presentation to four minutes unless the time is waived by a majority of the Board Members present. If a member of the audience requests a response to their comments, the Board of Trustees may ask the Superintendent/Staff to respond to them personally or in writing after the meeting, or direct that additional information be provided to the Board on a future agenda.*

\*\*\* BOARD MEMBERS WHO WISH TO DISCUSS WITH STAFF ANY ITEMS LISTED UNDER LEGISLATIVE SESSION SHOULD INFORM THE BOARD PRESIDENT AT THIS TIME.

**LEGISLATIVE SESSION**

**2. CONSENT CALENDAR/ROUTINE ITEMS OF BUSINESS**

M \_\_\_\_\_  
2<sup>nd</sup> \_\_\_\_\_  
V \_\_\_\_\_

All items listed under the Consent Calendar and Routine Items of Business are considered by the Board of Trustees to be routine and will be enacted by the Board in one action. There will be no discussion of these items prior to the time the Board votes on the motion unless members of the Board, staff, or public request specific items to be discussed and/or removed from the Consent Calendar.

Superintendent's Recommendation: The Board of Trustees approves all items listed under the Consent Calendar and Routine Items of Business in one action.

**Routine Items of Business**

- 2-A. Board Meeting Minutes from March 10<sup>th</sup> regular meeting
- 2-B. Personnel Items (Employment Functions, Workshops/Conferences, and Consultants)
- 2-C. Donations
- 2-D. Warrants
- 2-E. Purchase Order Listing
- 2-F. Budget Transfers

**Consent Items**

**2-G. RECEIPT OF FOUNTAIN VALLEY EDUCATION ASSOCIATION'S INITIAL CONTRACT PROPOSALS FOR 2011-12**

Superintendent's Comments: It is recommended that the Board of Trustees receives the initial contract proposals of the Fountain Valley Education Association.

**2-H. RECEIPT OF FOUNTAIN VALLEY SCHOOL DISTRICT INITIAL CONTRACT**

Superintendent's Comments: It is recommended that the Board of Trustees receives the initial contract proposals of the Fountain Valley School District to the Fountain Valley Educational Association.

**2-I. WILLIAMS QUARTERLY REPORT FOR THIRD QUARTER 2010-11**

Superintendent's Comments: It is recommended that the Board of Trustees receive the Williams Quarterly Report for the third quarter of the 2010-11 year and approve its submittal to the Orange County Department of Education.

**2-J. EISS GRANT APPLICATION -- TAMURA**

Superintendent's Comments: It is recommended that the Board of Trustees approve submission of the grant application by Tamura School to the Early Intervention for School Success (EISS) Program through the Orange County Department of Education.

**2-K. SETTLEMENT AGREEMENT/REIMBURSEMENT**

Superintendent's Comments: It is recommended that the Board of Trustees approve reimbursement to parents, per the agreement signed March 17, 2011 for specific educationally related services, not to exceed \$15,000 and for attorney fees/legal costs, not to exceed \$15,000, for a total reimbursement not to exceed \$30,000.

**2-L. APPROVAL OF RETAINER AGREEMENT FOR LEGAL SERVICES WITH MARGARET A. CHIDESTER & ASSOCIATES**

Superintendent's Comments: It is recommended that the Board of Trustees approves the Retainer Agreement with the law offices of Margaret A. Chidester & Associates effective July 1, 2011 and authorizes the superintendent or designee to sign all documents.

**2M. ENGLISH LEARNER MASTER PLAN—MARCH 2011**

Superintendent's Comments: It is recommended that the Board of Trustees approve the *English Learner Master Plan—March 2011*.

**2N. APPROVE RESOLUTION 2011-28 – PUBLIC ENTITY RESOLUTION AND CONTRACT FOR DEPOSIT OF MONEYS WITH UNION BANK**

Superintendent's Comments: It is recommended that the Board of Trustees approve Resolution 2011-28 and the Contract for Deposit of Moneys and authorize the Superintendent or his designee to sign all documents.

**2O. ALTAWARE, INC.**

Superintendent's Comments: It is recommended that the Board of Trustees approve the services of Altaware, Inc. to upgrade the District's network security appliance for the 2010-11 school year.

**2P. 2009-10 PROGRAM EFFECTIVENESS RESULTS**

Superintendent's Comments: It is recommended that the Board of Trustees approve the 2009-10 Program Effectiveness Results.

**2Q. SETTLEMENT AGREEMENT**

Superintendent's Comments: It is recommended that the Board of Trustees approve reimbursement to the parents in an amount not to exceed \$6000 for educational curriculum and materials and educational therapy and tutoring costs and in an amount not to exceed \$1000 for attorney fees, per the agreement signed March 22, 2011.

**2R. SETTLEMENT AGREEMENT**

Superintendent's Comments: It is recommended that the Board of Trustees approve contracting with Cornerstone Therapies for Speech and Social Skills Therapy and to conduct an Independent Education Evaluation (IEE) per the agreement with the parents signed March 30, 2011.

**2S. 6-8 GRADE TEACHER TRAINING IN HOLT CORE ENGLISH LANGUAGE ARTS**

Superintendent's Comments: It is recommended that the Board of Trustees approve training by the Orange County Department of Education in the use of Holt 6-8 grade

ELA materials.

**2T. NON-PUBLIC AGENCY CONTRACTS (BOARD MEMBERS ONLY)**

Superintendent’s Comments: Under current consortium budget agreements, any unfunded cost of non-public school or non-public agency placement is a cost to the general fund of the resident district. It is recommended that the following non-public school/agency contracts be approved and that the West Orange County Consortium for Special Education be authorized to receive invoices and process payment.

Non-Public School/Agency	100% Contract Cost	Effective Dates
Cornerstone Therapies	\$2,350	2/1/11-6/30/11

**SUPERINTENDENT’S COMMENTS/NEW ITEMS OF BUSINESS**

The Board President will receive any announcements concerning new items of business from board members or the superintendent.

- CLOSED SESSION
- APPROVAL TO ADJOURN

**The next regular meeting of the Fountain Valley School District Board of Trustees is on Thursday, May 5, 2011 at 7:00pm.**

*A copy of the Board Meeting agenda is posted on the District’s web site ([www.fvsd.k12.ca.us](http://www.fvsd.k12.ca.us)). Materials related to this agenda submitted to the Board of Trustees less than 72 hours prior to the meeting are available for public inspection by contacting the Superintendent’s Office at 10055 Slater Avenue, Fountain Valley, CA 92708 or call 714.843.3255 during normal business hours.*

*Board meeting proceedings are tape recorded.*

*Reasonable Accommodation for any Individual with a Disability: Any individual with a disability who requires reasonable accommodation to participate in a board meeting may request assistance by contacting the Superintendent’s office: 10055 Slater Avenue, Fountain Valley, CA 92708 or call (714) 843-3255 or FAX (714) 841-0356.*

Board meeting of April 7, 2011

SO: 2010-11/ B42-11  
Fountain Valley School District  
Superintendent's Office

M E M O R A N D U M

TO: Board of Trustees  
FROM: Marc Ecker, Superintendent  
SUBJECT: **2011 Sacramento Safari Presentation by ACE (Oral Report)**  
DATE: March 30, 2011

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**Background:**

On March 21-22, 2011, the Fountain Valley School District sent 9 representatives from our schools and community to Sacramento to participate in the annual "Sacramento Safari." This yearly event allows our district representatives to meet with state lawmakers and their staff to express local concerns and ideas. The group was given the opportunity to hear from a variety of experts on state education policy, and was allowed the chance to network with parents from other school districts throughout Orange County.

This PTA-sponsored event was well represented within our district. The following were the 2011 attendees:

- Crystal Abbott (Cox)
- Lori Gilmore (Tamura)
- Lisa Schultz (Gisler)
- Ian Collins (Masuda)
- Nicola Weiss (Courreges)
- Alan Gandall (Newland/Fulton)
- Tina LeMay (Moiola)
- Cheri Jones
- Jim Frederisy (Courreges)

Safari representatives shall present an oral report to the Board of Trustees on this year's exciting event.

Fountain Valley School District  
Superintendent's Office

**REGULAR MEETING OF THE BOARD OF TRUSTEES**

10055 Slater Avenue  
Fountain Valley, CA 92708

**March 10, 2011**

**MINUTES**

President Pro Tem Judy Edwards called the regular meeting of the Board of Trustees to order at 5:05pm. CALL TO ORDER

The following board members were present:

ROLL CALL

Mrs. Judy Edwards	President
Mr. Ian Collins	President Pro Tem
Mrs. Christine Allcorn	Clerk
Sandra Crandall	Member
Jimmy Templin	Member

Mrs. Edwards noted the addendum to the agenda with a correction to items 6-O and 6-P AGENDA APPROVAL

**6-O. RECEIPT OF CSEA, CHAPTER 358 INITIAL CONTRACT PROPOSAL FOR 2011-12**

Superintendent's Comments: It is recommended that the Board of Trustees receives the initial contract proposals of the California School Employees Association, Chapter 358 for 2011-12.

**6-P. PRESENTATION OF FOUNTAIN VALLEY SCHOOL DISTRICT'S INITIAL 2011-12 CONTRACT PROPOSALS TO CSEA, CHAPTER 358**

Superintendent's Comments: The District is presenting its 2011-12 initial contract proposals to the classified bargaining unit. It is recommended that the Board of Trustees receive the 2011-12 contract proposals from the Fountain Valley School District to CSEA, Chapter 358.

**Motion:** Mrs. Crandall moved to approve the meeting agenda

**Second:** Mr. Templin

**Vote:** 5-0

There were no requests to address the Board prior to closed session.

**PUBLIC COMMENTS**

Mr. Edwards announced that the Board would retire into Closed Session. No action was anticipated. The following would be addressed:

**CLOSED SESSION**

- Personnel Matters: *Government Code 54957 and 54957.1*  
Appointment/Assignment/Promotion of employees; employee discipline/dismissal/release; evaluation of employee performance; complaints/charges against an employee; other personnel matters.
- Public Employee Performance Evaluation: *Government Code Section 54957 & 54957.1*  
The board will meet in closed session to discuss the annual performance evaluation of the superintendent

The public portion of the meeting resumed at 7:05pm.

Girl Scout Troop 1628 led the Pledge of Allegiance.

**PLEDGE OF ALLEGIANCE**

**SPECIAL PRESENTATIONS**

It is an interest of the Board of Trustees to recognize students who display high achievement, improvement or extraordinary effort. The Board recognized seven outstanding students from Tamura School: Emma Bell (K), Hannah Bell (K), Jessica Nguyen (1<sup>st</sup>), Hannah Nguyen (2<sup>nd</sup>), Alex Wittick (3<sup>rd</sup>), Hannah Farrow (4<sup>th</sup>), and Mary Vu (5<sup>th</sup>). Ms. Jay Adams, principal at Tamura School, was joined by nearly all of the Tamura teachers and staff in celebration of these students and their great achievements.

**RECOGNITION OF TAMURA STUDENTS**

It is an interest of the Board of Trustees to recognize outstanding parent volunteers who give generously of their time and talents to our schools. From Tamura School, the Board recognized and thanked Elisabeth Hassanzadeh and Laura Gilmore. Ms. Adams was joined by the Tamura staff and PT members in thanking these outstanding parent volunteers for all that they do for their sites.

**RECOGNITION OF MIDDLE SCHOOL PARENT VOLUNTEERS**

In honor of their extensive participation in the National Children’s Study, the Board of Trustees recognized Newland School and Principal Mrs. Kathy Davis, Mrs. Chris Gandall and President Pro-Tem Ian Collins. Mr. Collins shared a video regarding this monumental study of the effects of environment on children from birth to age 21.

**RECOGNITION OF PRINCIPAL KATHY DAVIS, CHRIS GANDALL AND PRESIDENT PRO-TEM IAN COLLINS**



**BOARD REPORTS AND COMMUNICATIONS**

Mr. Templin enjoyed the ACSA/OCSBA joint dinner and noted that he learned a lot about the current economy. He also attended the ACE Committee meeting and noted that he loves that this committee reaches out to our sites and provides valuable communications. He noted that the committee discussed the school boundaries and closure committee and noted his approval of the transparent process. He also was able to see a presentation by Officer Baron on the effects of pop culture on our youth.

Mrs. Allcorn also enjoyed the ACSA/OCSBA joint dinner and note that the speaker, Lucy Dunn, was very interesting. She attended the Legislative Reception hosted by the Chamber of Commerce and noted her disappointment that while schools in Fountain Valley are such an important part of our community, the discussion at the reception turned to politics and noting all that was wrong with our schools. She noted that this was a missed opportunity for our local legislators to emphasize that while there are some opportunities for improvement, we as a community are lucky to have our district. She also met with Dr. Ecker and Zafar Brooks from Hyundai and noted her optimism that this turns into a beneficial relationship for both groups.

Mr. Collins also enjoyed the Legislative Reception and was also disappointed that the schools did receive such a bashing at this event. He also was disappointed that erroneous numbers were quoted that evening. He did enjoy the Fountain Valley 5K Run with Tamura as well as the ACE Committee meeting and was pleased to report that the district will be sending several representatives to Sacramento as a part of the HUC and 4<sup>th</sup> District PTA Sacramento Safari March 21-22. He also enjoyed the HUC Founders Day Luncheon honoring Rosemary Eadie as well as the OCSBA/ACSA joint dinner. And lastly, he very much enjoyed the Courreges play, *Gold Dust or Bust*.

Mrs. Crandall congratulated the Tamura students and parents honored as well as Mrs. Davis, Mrs. Gandall and Mr. Collins for their participation in the National Children's Study. She also noted the Resolution before the Board in honor of Week of the School Administrator and noted what wonderful administrators we have in our district. She enjoyed the opening of the Girl's Fast Pitch

**BOARD REPORTS AND COMMUNICATIONS**

and Slow Pitch as well as the Chamber of Commerce Legislative Reception. She also attend the OCDE State of Education presentation by Bill Habermehl and the HUC Founders Day Luncheon. She attended the Chamber of Commerce’s Education Foundation meeting as well as the OCSBA/ACSA joint dinner and the PAGE meeting which preceded it. She was pleased to report that at the FVEF meeting there was discussion over the preparations for the upcoming music concerts as well as the nominating committee for the Foundation officers. She also noted the upcoming Student in Business Day on April 13<sup>th</sup> from 7:15am-12pm, hosted by the Chamber of Commerce’s Education Foundation at Euro Masters. And she attended the Community Volunteer Academy meeting as well as enjoyed the CSBA webinar on the American Disability Act.

Mrs. Edwards also enjoyed the OCDE State of Education presentation by Bill Habermehl as well as the HUC Founders Day Luncheon honoring Mrs. Eadie. She also very much enjoyed the Tamura play, noting that it was wonderful. And she joined Dr. Ecker in meeting with Assemblyman Mansoor urging him to let his constituents make a decision regarding the tax extension measures.

**STAFF REPORTS AND PRESENTATIONS**

Director, Support Services, Cathie Abdel, provide details for the Board of Trustees of the District’s Special Education program. She explained in detail the makeup of the District’s 618 special education K-8 students and 100 special education preschool students and the numerous programs offered to these students by the District. She answered questions from the board regarding autism and its increase in our District, noting that while there has not been rapid increase, it is steady.

**PRESENTATION ON  
SPECIAL EDUCATION  
(ORAL REPORT)**

**PUBLIC COMMENTS**

There were no requests to address the board.

**PUBLIC COMMENTS**

**LEGISLATIVE SESSION**

**Motion:** Mrs. Crandall moved to adopt Resolution 2011-27:  
Week of the School Administrator

**RESOLUTION 2011-  
27: WEEK OF THE  
SCHOOL  
ADMINISTRATOR**

**Second:** Mr. Templin

Mr. Collins echoed Mrs. Crandall’s earlier remarks regarding our administrators noting that a site level principal is the heart and soul of the district and we all support their success. He noted that he is very proud of all of the staff at our sites.

Vote: 5-0

**Motion:** Mr. Collins moved to approve the Consent Calendar/Routine Items of Business

CONSENT  
CALENDAR/  
ROUTINE ITEMS OF  
BUSINESS

Second: Mrs. Allcorn

Vote: 5-0

The Consent Calendar included:

- Board Meeting Minutes from February 17<sup>th</sup> regular meeting
- Personnel Items
- Donations
- Warrants
- Purchase Order Listing
- Budget Transfers
- Renewal of membership in the Fountain Valley Chamber of Commerce in the amount of \$290
- Adoption of Travel Expenses Board Policy and Administrative Regulations
- Approval of 2010-11 Second Interim Report
- Approval of 2011 Special Education Extended School Year Program and August Program
- Approval of EISS Grant Application – Gisler
- Approval of EISS Grant Application – Newland
- Approval of Agreement for Educationally-Related Mental Health Services between FVSD and OCHCA
- Approval of Use of OCDE Interdistrict Transfer Agreement
- Approval of Receipt of CSEA, Chapter 358 Initial Contract Proposal for 2011-12
- Approval of Presentation of Fountain Valley School District’s Initial 2011-12 Contract Proposals to CSEA Chapter 358

**NEW ITEMS OF BUSINESS**

Mrs. Crandall Requested that the members of the Fountain

Valley Music Live committee be recognized by the Board at the next meeting. Mrs. Edwards and the rest of the board agreed.

Dr. Ecker Noted the comments made on the budget at the ACSA/OCSBA joint dinner and the presentations by Lucy Dunn and Mike Kilborn. He noted the upcoming Legislative Action Day and that he was sure those attending would emphasize to our legislators the effects of an all cuts budget on education and our district. He noted that principal Cara Robinson is busy planning several activities for the group attending and that he would report back to the Board upon his return. He noted as well the important difference between spending and investing with regards to education and the importance of approaching our State's deficit in this same manner.

Dr. Ecker Noted that several representatives from the District will be attending the upcoming Sacramento Safari and while we are not the largest district participating, we do have the greatest percentage of attendance.

Dr. Ecker Noted the various new additions to the district's web site including a special link to updates on the progress of the study by the School Boundaries and Closure committee, included in the spirit of access and transparency for the public. He noted that this as well as information regarding the developing of the budget will continue to be updated.

Dr. Ecker Thanked Mr. McMahon for his presentation to staff today regarding the State budget and its effect on the district. He noted that the presentation was well received and as more information is available, may be presented to sites and parents as well.

Dr. Ecker Congratulated Mrs. Eadie for her honor at the HUC Founders Day Luncheon.

Dr. Ecker Noted how proud he is of the presentation done

by Mrs. Abdel. He noted that many struggle to balance what we know is right for children who learn differently and the cost of special education programs and what we should be getting from the Federal government. He noted that the staff does an amazing job of providing many services.

**ADJOURNMENT**

**Motion:** Mr. Collins moved to adjourn the meeting at 8:37pm.

**Second:** Mr. Templin

**Vote:** Unanimously approved

/rh

**FOUNTAIN VALLEY SCHOOL DISTRICT  
PERSONNEL ITEMS FOR APPROVAL  
April 7, 2011**

**1.0 EMPLOYMENT FUNCTIONS:**

**1.1 DEPUTY SUPERINTENDENT REQUESTS APPROVAL OF THE FOLLOWING CERTIFICATED LEAVES OF ABSENCE:**

	<u>EMPLOYEE</u>	<u>ASSIGNMENT</u>	<u>LOCATION</u>	<u>REASON</u>	<u>EFFECTIVE</u>
1.1.1	Brekke, Jody	Teacher	Courreges	Maternity	02/18/2011

**1.2 DEPUTY SUPERINTENDENT REQUESTS APPROVAL OF THE NEW JOB DESCRIPTIONS, FOR DIRECTOR, ASSESSMENT/ ACCOUNTABILITY, AND EXECUTIVE DIRECTOR, PERSONNEL: (see attachments A, B)**

**2.0 EMPLOYMENT FUNCTIONS:**

**2.1 DEPUTY SUPERINTENDENT REQUESTS APPROVAL OF THE FOLLOWING NEW CLASSIFIED EMPLOYEES:**

	<u>EMPLOYEE</u>	<u>ASSIGNMENT</u>	<u>LOCATION</u>	<u>EFFECTIVE</u>
2.1.1	Yaoxochitl Lopez-Reza	IA Special Education	Gisler	03/07/2011
2.1.2	Robert Covacevich	Inst. Music Instr.	Masuda	03/21/2011

**2.2 DEPUTY SUPERINTENDENT HAS ACCEPTED THE RESIGNATION OF THE FOLLOWING CLASSIFIED EMPLOYEE:**

	<u>EMPLOYEE</u>	<u>ASSIGNMENT</u>	<u>LOCATION</u>	<u>EFFECTIVE</u>
2.2.1	Vi-Thuyen Dao	IA Bilingual Vietnamese	Cox	03/28/2011

**2.3 DEPUTY SUPERINTENDENT REQUESTS APPROVAL OF THE RETIREMENT OF CLASSIFIED EMPLOYEE , LYNN SIMS, LEAD ESP AIDE AT COURREGES, EFFECTIVE 06/17/2011.**

**2.4 DEPUTY SUPERINTENDENT REQUESTS APPROVAL OF THE RETIREMENT OF CLASSIFIED EMPLOYEE, ANNALEE JONGEWAARD, SCHOOL ADMINISTRATIVE ASSISTANT AT TALBERT, EFFECTIVE 07/01/2011.**

**2.5 DEPUTY SUPERINTENDENT REQUESTS APPROVAL OF THE RETIREMENT OF CLASSIFIED EMPLOYEE, JOAN MORRIS, LEAD ESP AIDE AT PLAVAN, EFFECTIVE 08/01/2011.**

## **Fountain Valley School District**

### **Executive Director, Personnel**

#### **Job Description**

##### **Brief Description of the Position**

Under direction of the Assistant Superintendent, Business, the Executive Director, Personnel, is a member of the Superintendent's Cabinet and is responsible for the management of the Personnel Department. The Executive Director, Human Resources, has the primary responsibility in establishing criteria and recommending employment, assignments, and dismissal of personnel in cooperation with other Administrators. The Executive Director, Personnel, will maintain a staff relationship with the principals, and all schools and various department heads comprising the Superintendent's Cabinet.

##### **Minimum Qualifications**

- Three years teaching experience
- Masters Degree
- CA Administrative Credential or proof of eligibility
- Principal-level experience
- Negotiations experience required

##### **Desirable Qualifications**

- Successful experience as a district level administrator

##### **Major Duties**

- Coordinates recruitment and selection process for certificated personnel
- Has the primary responsibility for the recommendations to the Superintendent for the recruitment, selection, assignment, transfer, promotion and termination of all personnel
- Formulates and recommends policies and administrative regulations relating to Personnel
- In cooperation with all department heads, determines personnel needs of the District
- Maintains all personnel records including applications, current certificated and classified employee lists, assignments, salary, credential information, required health tests, position descriptions, evaluation procedures, leaves, accruals, and vacation schedules
- Coordinate wage, salary and benefit administration and research
- Recruits and coordinates substitute teachers
- Coordinates the student teacher and intern teacher programs
- Coordinates an evaluation program for all personnel and prepares a complete report in cases of discipline, dismissal, or suspension

- Represents the Board as the designated representative in employer-employee relations and collective bargaining procedures with classified and certificated personnel
- Assess the needs and interests of the employees and management on an ongoing basis and assist the Board in translating these into realistic budget and contractual language
- Assist the Board in setting priorities for the total educational program in the best interests of students, the District, and public in general, as related to collective bargaining
- Maintain the Board's position of authority and control as provided by law
- Cooperates with, and acts as administrative liaison for representative committees from employee organizations as appropriate
- Oversees the District insurance benefits programs. Coordinates with the Business Department on payroll and insurance programs, and in the preparation of those portions of the budget relating to personnel
- Supervises and evaluates all Personnel Department personnel
- Acts as liaison between the District and outside agencies and institutions pertaining to Personnel
- Advises administrators, teachers, and the Board in matters concerning personnel law
- Attends all Superintendent's Cabinet meetings and prepares appropriate agenda items for meeting of the Board of Trustees
- Attends all Board of Trustee meetings in order to make reports and assist the Superintendent as needed
- Collects and submits all CBED and CALPAD data to the State of California
- Coordinates employee retirements, unemployment insurance and employee assistance programs
- Responsible for all Certificated Credentialing
- Responsible for management staff development
- Serves as District Complaint Officer
- Serves as District representative to professional associations, service organizations and community groups as appropriate
- Serves on District committees and task forces as assigned by the Superintendent
- Performs other duties as assignment by the Superintendent

Board Approved: \_\_\_\_\_



**Fountain Valley School District  
Job Description**

**Director, Assessment and Accountability**

**Brief Description of the Position**

Under the direction of the Assistant Superintendent, Instruction, this Cabinet level position is responsible for the development, implementation, assessment, and evaluation of all instructional programs for students. The Director, Accountability and Assessment, coordinates all categorical programs. Also manages database operations to support the logistic aspects of site scoring support and assessment operations and develops proposals for special projects.

**MINIMUM QUALIFICATIONS**

- Three years successful teaching experience in a public school
- Master's Degree
- CA Administrative Credential or proof of eligibility
- Successful experience as a public school principal

**MAJOR DUTIES**

- Directs and implements comprehensive assessment program, including mandated STAR, NAEP, CELDT, CMA, CAPA, Physical Fitness Testing, District Benchmarks and Assessments, and DIBELS testing
- Provides leadership for compliance with state and federal mandates relative to curriculum, instruction, and assessment
- Coordinates all District efforts related to program improvement
- Directs and coordinates the District GATE program
- Directs and coordinates the Title I program
- Oversees District educational technology program and has knowledge of AERIES, Illiminate, CalPads, IntelAccess and School Loop
- Allocates, directs, and monitors budgetary expenditures
- Provides leadership to ensure understanding and promotion of the educational objectives of the District
- Assumes a leadership role in developing the assessment tools for any new course newly mandated by the legislature or the Board of Trustees
- Directs District-wide English Language Development/Bilingual services for limited English proficient students
- Collaborates with all District divisions to develop, restructure, and/or implement effective models for delivering services to limited English proficient students
- Directs in-service training on use of instructional materials and on the proper methods of educating limited English proficient pupils
- Prepares various reports mandated by the District, County, State or Federal Government
- Provides for proper record-keeping to meet audit requirements and program requirements
- Assists in development of the budget for program expenditures; work closely with funding sources and monitor program personnel budgets and other expenditures
- Performs other related duties as may be assigned by the Assistant Superintendent, Instruction

Board Approved \_\_\_\_\_

**FOUNTAIN VALLEY SCHOOL DISTRICT  
PERSONNEL ITEMS FOR APPROVAL**

April 7, 2011

**INSTRUCTION**

**3.0 APPROVAL OF ADDITIONAL DUTY REQUEST(S)**

	<u>NAME</u>	<u>ASSIGNMENT</u>	<u>SALARY</u>	<u>BUDGET</u>	<u>DATE</u>
3.1	KHA, Kim LEWIS, Kathy YAGER, Dana (Cox)	Liaison for CUIDAR (CHOC-UCI Initiative for the Development of Attention and Readiness) parenting class and social skills program for 3-5 year olds.	Hourly stipend of rate of \$26.81 per hour	01-011-3255-1110	April 6 - June 8, 2011 (Wed. only, excluding April 20, 11)
3.2	BLACKETT, Lindsay COATS, Ari (Klusmeyer) DUNLAVY, Kristi EMERSON, Teri KUBOTA, Todd O'DONNELL, Kim RAYMOND, Nancy REED, Trudy SCHLOSSER, Nicole YAGER, Dana (Cox)	Intervention classes	Varies (hourly rate per teacher)	01-011-3255-1110	March 7 - May 4, 2011

**4.0 INDEPENDENT CONTRACTOR AGREEMENTS/RESOLUTIONS**

	<u>NAME</u>	<u>ASSIGNMENT</u>	<u>SALARY</u>	<u>BUDGET</u>	<u>DATE</u>
4.1	AGUILAR, Sandra (Cox)	Facilitator for "Reaching the Needs of all Learners" collaboration for primary and upper grades.	\$600.00	01-011-3255-5813	March 28 - March 29, 2011
4.2	ROMAN, Cecilia (Cox)	Facilitator for "Reaching the Needs of all Learners" collaboration for primary and upper grades.	\$400.00	01-011-3255-5813	March 28- March 29, 2011
4.3	VAZQUEZ, Guadalupe (Cox)	Facilitator for "Reaching the Needs of all Learners" collaboration for primary and upper grades.	\$600.00	01-011-3255-5813	March 28- March 29, 2011

**REASON FOR LATE SUBMITTAL for 4.1, 4.2, 4.3: The date for the collaboration changed from April to March**

4.4	Orange County Superintendent of Schools (OCDE) (C & I)	Provide training for FVSD 6-8 ELA teachers on the design of State approved Holt materials and how to implement components.	\$500.00	01-233-8055-5813	March 22, 2011
-----	---	---	----------	------------------	----------------

**REASON FOR LATE SUBMITTAL: Did not get information in time for prior Board approval at the March 10, 2011 Board meeting.**

4.5	SUGRA, Martha A. (Support Services)	Provide translation services as needed for special education cases.	\$1,000.00	01-506-9860-5813	April 1, 2011 thru June 30, 2011
4.6	Orange County Superintendent of Schools (OCDE) (Support Services)	Provide educator training on topic of "Mathematics Strategies for Students with Special Needs"	\$2,000.00	01-506-9860-5813	May 27, 2011

**5.0 CONFERENCE/WORKSHOP ATTENDANCE**

	<u>NAME</u>	<u>ATTENDING</u>	<u>LOCATION</u>	<u>COST</u>	<u>BUDGET</u>	<u>DATE</u>
5.1	DENNIS, Danielle (Cr) SKRUCH, Debbie (Cx-Ful) STAIR, Debbe (Cx) THOMAS-SHEPARD, Kara (Ful) (Support Services)	LindaMood-Bell International Conference 2011	Anaheim, CA	\$639.00	01-506-9860-5210	March 10, 2011 thru March 11, 2011

**REASON FOR LATE SUBMITTAL: Received notification of conference after the March Board meeting item deadline.**

FOUNTAIN VALLEY SCHOOL DISTRICT  
**DONATION ACCEPTANCE FORM**

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Courreges Elementary

NAME OF DONOR: Courreges PTA

DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)  
EPSON Indianapolis Distribution Ctr, 2350 E Stafford Rd., Plainfield, IN 46168  
Condition: NEW / Value: \$300.00

ESTIMATED INSTALLATION COST: (Note software needs, special wiring required, additional components needed, transportation, etc.)

INVENTORY INFORMATION: (Include quantity, brand name, model #, serial #)  
1 Ea. Epson WorkForce 840 Series Printer, Model C4234; S/N MW7Y033710

ESTIMATED COST OF ANNUAL UPKEEP: (Electricity, special supplies, accessories, etc.)

REVENUE ACCT: 010470000-8699  
EXPENDITURE ACCT(S) FOR BUDGET INCREASE:

RECEIVED
MAR 15 2011
BUSINESS SERVICES

INTENDED USE: (**State how this will be used**) Courreges School Computer Lab

REVIEWED: [Signature] APPROVED/DISAPPROVED: March 9, 2011  
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 3/15/11  
Assistant Superintendent Date  
Business/Administration

REVIEWED: [Signature] APPROVED/DISAPPROVED: 3-11-11  
Director, Technology/Media Date

BOARD APPROVAL DATE: 4/7/11

Connection	wired LAN
TCP/IP Setup	100Base-TX Full Duplex
IP Address	Auto
Subnet Mask	172.16.16.100
Default Gateway	255.255.255.0
MAC Address	172.16.16.1
	00:26:AB:B8:8C:11

---

Check Network Connection

---

Ethernet Cable Connection Check	PASS
IP Address Check	PASS
Detailed IP Setup Check	PASS

---

PASS

---

Network is working correctly.

\*If your problems persist,  
see your documentation for help and networking tips.

ser# MW7Y033710

Value \$299

2015 973

purchased 3/1/11

FOUNTAIN VALLEY SCHOOL DISTRICT  
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SCHOOL RECEIVING DONATION: Cox Elementary

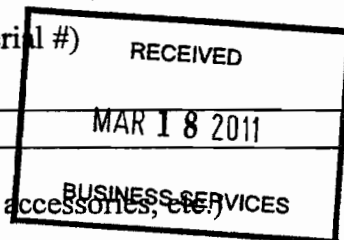
NAME OF DONOR: Cox PTO

DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)

# 10009 \$ 2,500.00

ESTIMATED INSTALLATION COST: (Note software needs, special wiring required, additional components needed, transportation, etc.)

INVENTORY INFORMATION: (Include quantity, brand name, model #, serial #)



ESTIMATED COST OF ANNUAL UPKEEP: (Electricity, special supplies, accessories, etc.)

REVENUE ACCT: 01032 0000-8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 0100132894410

INTENDED USE: (State how this will be used ) Technology

REVIEWED: [Signature]  
Principal/Department Head

APPROVED/DISAPPROVED: 03.14.11  
Date

REVIEWED: [Signature]  
Assistant Superintendent  
Business/Administration

APPROVED/DISAPPROVED: 3/18/11  
Date

REVIEWED: \_\_\_\_\_  
Director, Technology/Media

APPROVED/DISAPPROVED: \_\_\_\_\_  
Date

BOARD APPROVAL DATE: 4/7/11

FOUNTAIN VALLEY SCHOOL DISTRICT  
**DONATION ACCEPTANCE FORM**

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Fulton

NAME OF DONOR: Fulton PTA

DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)  
\$ 2,370.95

ESTIMATED INSTALLATION COST: (Note software needs, special wiring required, additional components needed, transportation, etc.)

INVENTORY INFORMATION: (Include quantity, brand name, model #, serial #)



ESTIMATED COST OF ANNUAL UPKEEP: (Electricity, special supplies, accessories, etc.)

REVENUE ACCT: 01029000 -8699; EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 010142989:  
1114 - \$300.00; 1115 - \$1,540.01; 3601 - \$40.78; 3313 - \$27.04; 3501 - \$15.29; 3101 - \$170.79. 010232989- 1115- \$250; 3101 - 20.63; 3501 - 1.71; 3601 - 4.70

INTENDED USE: (State how this will be used ) Before/After school programs, Coaches Stipends & Benefits

REVIEWED: *C. Christ* APPROVED/DISAPPROVED: APPROVED Date: 3/29/11  
Principal/Department Head

REVIEWED: *[Signature]* APPROVED/DISAPPROVED: APPROVED Date: 3/29/11  
Assistant Superintendent  
Business/Administration

REVIEWED: \_\_\_\_\_ APPROVED/DISAPPROVED: \_\_\_\_\_ Date: \_\_\_\_\_  
Director, Technology/Media

BOARD APPROVAL DATE: 4/7/11

FOUNTAIN VALLEY SCHOOL DISTRICT  
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Masuda

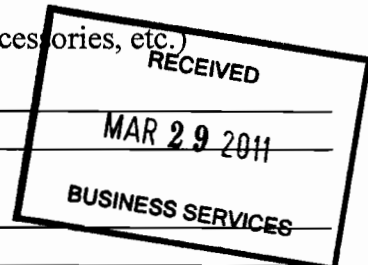
NAME OF DONOR: Pacific Life Foundation

DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)  
\$3000.00

ESTIMATED INSTALLATION COST: (Note software needs, special wiring required, additional components needed, transportation, etc.) N/A

INVENTORY INFORMATION: (Include quantity, brand name, model #, serial #)  
N/A

ESTIMATED COST OF ANNUAL UPKEEP: (Electricity, special supplies, accessories, etc.)  
N/A



REVENUE ACCT: 010124949 -8699  
EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 010124949-5899

INTENDED USE: (State how this will be used ) Technology

REVIEWED: [Signature] APPROVED/DISAPPROVED: 3/25/11  
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 3/29/11  
Assistant Superintendent Date  
Business/Administration

REVIEWED: \_\_\_\_\_ APPROVED/DISAPPROVED: \_\_\_\_\_  
Director, Technology/Media Date

BOARD APPROVAL DATE: 4/7/11



FOUNTAIN VALLEY SCHOOL DISTRICT  
**DONATION ACCEPTANCE FORM**

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Masuda

NAME OF DONOR: Masuda PTA

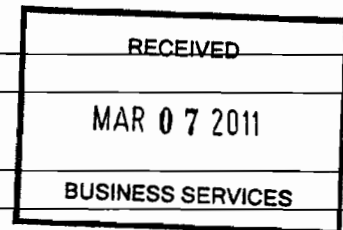
DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)  
\$162.92

ESTIMATED INSTALLATION COST: (Note software needs, special wiring required, additional components needed, transportation, etc.)  
N/A

INVENTORY INFORMATION: (Include quantity, brand name, model #, serial #)  
N/A

ESTIMATED COST OF ANNUAL UPKEEP: (Electricity, special supplies, accessories, etc.)  
N/A

REVENUE ACCT: 010144989 -8699  
EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 015514960-4310



INTENDED USE: (State how this will be used ) RSP class supplies

REVIEWED: [Signature]  
Principal/Department Head

APPROVED/DISAPPROVED: [Signature]  
Date 3/7/11

REVIEWED: [Signature]  
Assistant Superintendent  
Business/Administration

APPROVED/DISAPPROVED: [Signature]  
Date 3/7/11

REVIEWED: \_\_\_\_\_  
Director, Technology/Media

APPROVED/DISAPPROVED: \_\_\_\_\_  
Date \_\_\_\_\_

BOARD APPROVAL DATE: 4/7/11

FOUNTAIN VALLEY SCHOOL DISTRICT  
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Masuda

NAME OF DONOR: Masuda PTA

DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)  
\$558.79

ESTIMATED INSTALLATION COST: (Note software needs, special wiring required, additional components needed, transportation, etc.) N/A

INVENTORY INFORMATION: (Include quantity, brand name, model #, serial #)  
N/A



ESTIMATED COST OF ANNUAL UPKEEP: (Electricity, special supplies, accessories, etc.)  
N/A

REVENUE ACCT: 010144989 -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: See attached spreadsheet

INTENDED USE: (State how this will be used ) After school Homework Help

REVIEWED: [Signature] APPROVED/DISAPPROVED: 3/24/11  
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 3/28/11  
Assistant Superintendent Date  
Business/Administration

REVIEWED: \_\_\_\_\_ APPROVED/DISAPPROVED: \_\_\_\_\_  
Director, Technology/Media Date

BOARD APPROVAL DATE: 4/1/11

FOUNTAIN VALLEY SCHOOL DISTRICT  
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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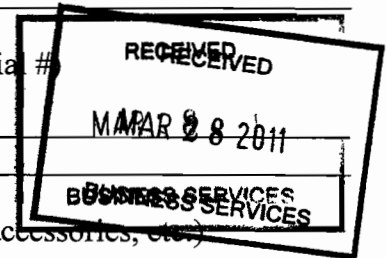
SCHOOL RECEIVING DONATION: Masuda

NAME OF DONOR: Masuda PTA

DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)  
\$274.21

ESTIMATED INSTALLATION COST: (Note software needs, special wiring required, additional components needed, transportation, etc.) N/A

INVENTORY INFORMATION: (Include quantity, brand name, model #, serial #)  
N/A



ESTIMATED COST OF ANNUAL UPKEEP: (Electricity, special supplies, accessories, etc.)  
N/A

REVENUE ACCT: 010144989 -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: See attached spreadsheet

INTENDED USE: (State how this will be used ) Coaches Stipend-Soccer

REVIEWED: [Signature] APPROVED/DISAPPROVED: 3/24/11  
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 3/28/11  
Assistant Superintendent Date  
Business/Administration

REVIEWED: \_\_\_\_\_ APPROVED/DISAPPROVED: \_\_\_\_\_  
Director, Technology/Media Date

BOARD APPROVAL DATE: 4/7/11

FOUNTAIN VALLEY SCHOOL DISTRICT  
DONATION ACCEPTANCE FORM

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SCHOOL RECEIVING DONATION: Newland School

NAME OF DONOR: Denise Mullins

DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)

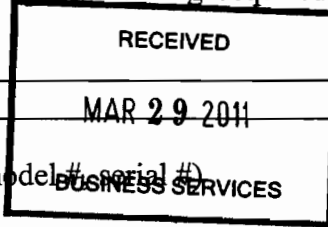
**Little Tykes Wagon; Teachers chalk and memo pads; color & white computer paper; 50 Books; Plastic sand toys (truck, back hoe, bus, dump truck); Art easel with paper roll; Basketball and football; Color form for Brown Bear; Brown Bear; 3 pairs of shoes (all new); Little Tykes basketball hoop; 2 motorized toys that have climbing puppies and cars. Adaptive Swing (outside); Adaptive Scissors. These listed items have an approximate value of \$500.**

**New forehead thermometer for nurses. Value of this item is \$100.**

**Total donation = \$600**

ESTIMATED INSTALLATION COST: (Note software needs, special wiring required, additional components needed, transportation, etc.)

N/A



INVENTORY INFORMATION: (Include quantity, brand name, model #, serial #)

N/A

ESTIMATED COST OF ANNUAL UPKEEP: (Electricity, special supplies, accessories, etc.)

NA

REVENUE ACCT: N/A

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: N/A

INTENDED USE: (State how this will be used) Items used during occupational therapy sessions for Special Ed students. District nurse to utilize forehead thermometer.

REVIEWED: Cathy Abdel APPROVED/DISAPPROVED: 3/28/11  
Principal/Department Head Date

REVIEWED:  APPROVED/DISAPPROVED: 3/29/11  
Assistant Superintendent Date  
Business/Administration

REVIEWED: \_\_\_\_\_ APPROVED/DISAPPROVED: \_\_\_\_\_  
Director, Technology/Media Date

BOARD APPROVAL DATE: 4/7/11

FOUNTAIN VALLEY SCHOOL DISTRICT  
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Oka

NAME OF DONOR: Wells Fargo

DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)  
Check #961002 in the amount of \$480

ESTIMATED INSTALLATION COST: (Note software needs, special wiring required, additional components needed, transportation, etc.)

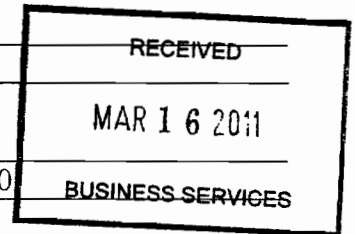
None

INVENTORY INFORMATION: (Include quantity, brand name, model #, serial #)

ESTIMATED COST OF ANNUAL UPKEEP: (Electricity, special supplies, accessories, etc.)

REVENUE ACCT: 1010370000-8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 010013789 4310



INTENDED USE: (State how this will be used ) Instructional supplies

REVIEWED: Brandi Lloyd APPROVED/DISAPPROVED: 03/15/2011  
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 3/16/11  
Assistant Superintendent Date  
Business/Administration

REVIEWED: \_\_\_\_\_ APPROVED/DISAPPROVED: \_\_\_\_\_  
Director, Technology/Media Date

BOARD APPROVAL DATE: 4/2/11

FOUNTAIN VALLEY SCHOOL DISTRICT  
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Plavan Elementary

NAME OF DONOR: Plavan PTO

DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)  
PTO check #1506 in the amount of \$314.03 (from Student Council funds)

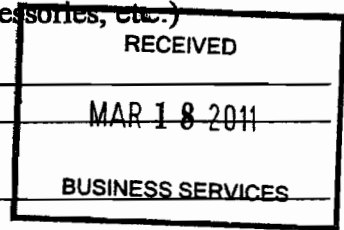
ESTIMATED INSTALLATION COST: (Note software needs, special wiring required, additional components needed, transportation, etc.)

INVENTORY INFORMATION: (Include quantity, brand name, model #, serial #)

ESTIMATED COST OF ANNUAL UPKEEP: (Electricity, special supplies, accessories, etc.)

REVENUE ACCT: 01400000^ -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 0100140894310



INTENDED USE: (State how this will be used) Purchasing new front door custom mat using Student Council funds.

REVIEWED: [Signature] APPROVED/DISAPPROVED: 3-17-11  
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 3/18/11  
Assistant Superintendent Date  
Business/Administration

REVIEWED: \_\_\_\_\_ APPROVED/DISAPPROVED: \_\_\_\_\_  
Director, Technology/Media Date

BOARD APPROVAL DATE: 4/2/11

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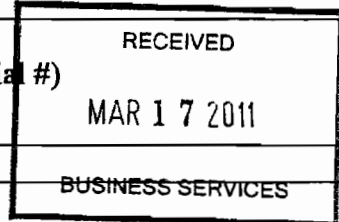
SCHOOL RECEIVING DONATION: Plavan Elementary

NAME OF DONOR: Plavan PTO

DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)  
PTO check #6702 in the amount of \$91.55

ESTIMATED INSTALLATION COST: (Note software needs, special wiring required, additional components needed, transportation, etc.)

INVENTORY INFORMATION: (Include quantity, brand name, model #, serial #)



ESTIMATED COST OF ANNUAL UPKEEP: (Electricity, special supplies, accessories, etc.)

REVENUE ACCT: 01400000 -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 0100140894310

INTENDED USE: (State how this will be used ) Instructional supplies for Terich

REVIEWED: [Signature] APPROVED/DISAPPROVED: 3-16-2011  
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 3/18/11  
Assistant Superintendent Business/Administration Date

REVIEWED: \_\_\_\_\_ APPROVED/DISAPPROVED: \_\_\_\_\_  
Director, Technology/Media Date

BOARD APPROVAL DATE: 4/1/11



**FOUNTAIN VALLEY SCHOOL DISTRICT**

TO: STEVE McMAHON  
FROM: DEDRA NORMAN  
SUBJECT: WARRANT LISTING BOARD MEETING – APRIL 7, 2011  
DATES 3/02/11 – 3/25/11  
WARRANT NUMBERS 54167 - 54473

01 GENERAL	\$	313,517.00
12 CHILD DEVELOPMENT	\$	9,265.41
13 CAFETERIA	\$	66,067.32
14 DEFERRED MAINTENANCE	\$	0
25 CAPITAL FACILITIES	\$	125.00
35 SCHOOL FACILITIES	\$	0
40 SPECIAL RESERVE	\$	495.00
68 WORKERS COMPENSATION	\$	52,712.00
69 INSURANCE	\$	408,433.48
TOTAL	\$	<b>850,615.21</b>

**FOUNTAIN VALLEY SD**

**PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS**

BOARD OF TRUSTEES

04/07/2011

FROM 03/02/2011 TO 03/29/2011

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>CHANGE AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
E20M4036	BUS WEST	12,000.00	+4,000.00	012919395 4349	Special Ed. Transportation / Transportation Supplies (only)
			+2,000.00	012929395 4349	Home-to-School Transportation / Transportation Supplies
E20M4037	SAFETY-KLEEN CORP	1,500.00	+250.00	012869390 5560	Maintenance / Fuel
			+125.00	012919395 4347	Special Ed. Transportation / Repair & Upkeep of Equipment
			+125.00	012929395 4347	Home-to-School Transportation / Repair & Upkeep of
E20M4257	CALVERT COMPANY	1,102.38	+114.58	012869390 5580	Maintenance / Uniform Cleaning
E20R0002	SOUTHWEST SCHOOL AND OFFICE SU	2,175.00	-1,087.50	010143838 4310	Sch Site Instr - Talbert / Instructional Supplies
E20R0121	SOUTHWEST SCHOOL AND OFFICE SU	2,175.00	+543.75	010013737 4310	Sch Site Instr - Oka / Instructional Supplies
E20R0263	PROCARE WORK INJURY CENTER	4,300.00	+1,500.00	682719470 5820	Workers Comp Admin / Physical Exam, Drug testing
E20R0309	SOUTHWEST SCHOOL AND OFFICE SU	575.00	+75.00	010142929 4311	Sch Site Instr - Fulton / Elective Supplies
E20R0370	FEDERAL EXPRESS CORP.	1,325.00	+100.00	017109275 4335	Testing / Postage, Bulk Mail, Freight
E20R0506	SOUTHWEST SCHOOL AND OFFICE SU	296.83	+101.08	015102960 4310	Special Ed. - Fulton SDC / Instructional Supplies
E20R0734	WHAT A LOT OF PIZZA	652.50	+326.25	120016098 4310	Extended School Instructional / Instructional Supplies
E20R0875	XTELESIS CORPORATION	5,639.36	+650.50	010113255 4410	Title I - Cox / Fixed Assets
E20R0882	MAGENTA COMPUTER CENTER	9,359.88	-3.50	012149078 4410	ARRA SFSF Tech/Media Operation / Fixed Assets
E20R0942	ACSA FOUNDATION FOR EDUCATIONA	2,730.00	+1,365.00	012719470 5825	Personnel Department / Advertising
	<b>Fund 01 Total:</b>		<b>8,358.91</b>		
	<b>Fund 12 Total:</b>		<b>326.25</b>		
	<b>Fund 68 Total:</b>		<b>1,500.00</b>		
	<b>Total Amount of Change Orders:</b>		<b>10,185.16</b>		

**FOUNTAIN VALLEY SD**  
**PURCHASE ORDER DETAIL REPORT**  
**BOARD OF TRUSTEES MEETING 04/07/2011**

FROM 03/02/2011 TO 03/29/2011

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
E20M4242	COMMERCIAL LANDSCAPE SUPPLY IN	470.00	470.00	012899390 4343	Gardening / Gardening Supplies
E20M4243	WESTERN ILLUMINATED PLASTICS	331.12	331.12	012869390 4347	Maintenance / Repair & Upkeep of Equipment
E20M4244	FOUNTAIN VALLEY GLASS	701.94	701.94	012879390 4347	Vandalism / Repair & Upkeep of Equipment
E20M4245	ALLIED REFRIGERATION INC.	1,200.00	1,200.00	012869390 4347	Maintenance / Repair & Upkeep of Equipment
E20M4246	BESAM US INC	600.00	600.00	012869390 5899	Maintenance / Other Operating Expenses
E20M4247	SMARDEN SUPPLY COMPANY	378.26	378.26	012919395 4349	Special Ed. Transportation / Transportation Supplies (only)
E20M4248	GRAINGER INC.	295.90	295.90	012869390 4347	Maintenance / Repair & Upkeep of Equipment
E20M4249	GRILLO FILTER SALES	2,145.94	2,145.94	012869390 4347	Maintenance / Repair & Upkeep of Equipment
E20M4250	TIME AND ALARM SYSTEMS	300.00	300.00	012869390 5899	Maintenance / Other Operating Expenses
E20M4259	ACORN MEDIA	60.00	60.00	012919395 4347	Special Ed. Transportation / Repair & Upkeep of
E20M4260	DAPPER TIRE COMPANY	400.00	400.00	012869390 4347	Maintenance / Repair & Upkeep of Equipment
E20M4261	MERIDIAN SYSTEMS SUPPLY	105.00	105.00	012869390 5910	Maintenance / Communications - Telephones
E20M4262	UNIVERSAL FLOORING	1,109.00	1,109.00	012889390 4340	Custodial / Custodial Supplies
E20M4263	IRONMAN PARTS & SERVICE	30.00	30.00	012919395 4349	Special Ed. Transportation / Transportation Supplies (only)
E20M4276	CRANDALL, SAM	150.00	150.00	012869390 5899	Maintenance / Other Operating Expenses
E20M4278	EBERHARD EQUIPMENT	950.00	950.00	012899390 4347	Gardening / Repair & Upkeep of Equipment
E20M4279	SAMS CLUB	1,000.00	1,000.00	017609165 5215	Management Staff Development / Staff Development
E20M4282	HB DIGITAL ARTS & BLUEPRINT IN	378.45	378.45	012869390 4330	Maintenance / Printing/Xerox Supplies
E20R0969	BUREAU OF EDUCATION & RESEARCH	215.00	215.00	010142989 5210	Donations - Fulton / Travel, Conference, Workshop
E20R0971	COPYMAX COPIES	1,387.18	1,387.18	016099275 4310	6761 Arts, Music & PE / Instructional Supplies
E20R0972	LAKESHORE LEARNING MATERIALS	271.88	271.88	120016198 4310	State Preschool Instructional / Instructional Supplies
E20R0973	STAPLES	87.00	87.00	120016198 4310	State Preschool Instructional / Instructional Supplies
E20R0974	STAPLES	84.72	84.72	012734949 4327	Health Supplies - Masuda / Health Supplies
E20R0975	CERTIFIED TRANSPORTATION BUS C	325.00	325.00	010013588 5811	ASB Donations Instr - Moiola / Transportation Outside

**FOUNTAIN VALLEY SD**  
**PURCHASE ORDER DETAIL REPORT**  
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E20R0976	CERTIFIED TRANSPORTATION BUS C	800.00	800.00	010013289 5811	Donations - Cox / Transportation Outside Agency
E20R0977	CERTIFIED TRANSPORTATION BUS C	2,304.00	2,304.00	010144988 5811	ASB Donations Instr - Masuda / Transportation Outside
E20R0978	JFK TRANSPORTATION CO INC.	1,500.00	1,500.00	010011689 5811	Donations - Newland / Transportation Outside Agency
E20R0979	BARNES AND NOBLE	200.00	200.00	011492988 4310	FVEF Teacher Grants - Fulton / Instructional Supplies
E20R0980	IXL LEARNING INC.	180.00	180.00	015513560 4310	Special Ed. - Moiola RSP / Instructional Supplies
E20R0982	CAMFEL PRODUCTIONS INC.	895.00	895.00	015463560 5899	Positive Behavioral Inter-Moio / Other Operating Expenses
E20R0983	LAKESHORE LEARNING MATERIALS	108.75	108.75	120016098 4310	Extended School Instructional / Instructional Supplies
E20R0984	ORANGE COUNTY DEPARTMENT OF ED	390.00	390.00	010019961 5210	Medi-Cal Billing-Instructional / Travel, Conference,
E20R0986	THERAPY SHOPPE	166.28	166.28	010019961 4310	Medi-Cal Billing-Instructional / Instructional Supplies
E20R0987	SOUTHWEST SCHOOL AND OFFICE SU	323.18	323.18	011492988 4310	FVEF Teacher Grants - Fulton / Instructional Supplies
E20R0988	AWARDS & TROPHIES	26.49	26.49	012719166 4325	Board of Trustees / Office Supplies
E20R0989	OCSBA	93.00	31.00	012719165 5210	Superintendent / Travel, Conference, Workshop
			62.00	012719166 5210	Board of Trustees / Travel, Conference, Workshop
E20R0990	ALTAWARE INC.	975.00	975.00	012109078 5899	Tech/Media Office Operation / Other Operating Expenses
E20R0991	TROXELL COMMUNICATIONS INC.	1,748.70	1,748.70	012109078 4320	Tech/Media Office Operation / Computer Supplies
E20R0992	CDWG	2,159.45	2,159.45	012109078 4399	Tech/Media Office Operation / Equipment Under \$500.00
E20R0993	ORANGE COUNTY DEPARTMENT OF ED	65.00	65.00	012489860 5210	Local Staff Development-SpEd / Travel, Conference,
E20R0994	HOME MEDICAL SUPPLY CENTER INC	67.81	67.81	010019961 4310	Medi-Cal Billing-Instructional / Instructional Supplies
E20R0995	ARIEL SUPPLY COMPUTER & BUSINE	110.93	110.93	015641060 4310	Special Ed. - Tamura S&L / Instructional Supplies
E20R0996	LAKESHORE LEARNING MATERIALS	270.79	270.79	120016198 4310	State Preschool Instructional / Instructional Supplies
E20R0997	ORANGE COUNTY DEPARTMENT OF ED	43.50	43.50	012719470 4325	Personnel Department / Office Supplies
E20R0998	NUNEZ, JACQUELINE	410.00	410.00	011491088 4310	FVEF Teacher Grants - Tamura / Instructional Supplies
E20R0999	CHEFS' TOYS	2,653.46	2,653.46	133207380 4410	Cafeteria Fund / Fixed Assets
E20R1000	VAVRINEK TRINE DAY AND CO.	27,000.00	27,000.00	012159380 5810	Business - Legal Services / Audit

**FOUNTAIN VALLEY SD**  
**PURCHASE ORDER DETAIL REPORT**  
**BOARD OF TRUSTEES MEETING 04/07/2011**

**FROM 03/02/2011 TO 03/29/2011**

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
E20R1001	SCANTRON	721.91	721.91	010143838 4310	Sch Site Instr - Talbert / Instructional Supplies
E20R1003	MEDIABLEND INC	682.50	682.50	012109078 5899	Tech/Media Office Operation / Other Operating Expenses
E20R1004	LINDAMOOD-BELL LEARNING PROCES	2,556.00	2,556.00	015069860 5210	ARRA SpEd Local Asst-Admin / Travel, Conference,
E20R1005	TARGET STORES	108.75	108.75	120016098 4310	Extended School Instructional / Instructional Supplies
E20R1006	STAPLES	200.00	200.00	015463160 4310	Positive Behavioral Interv-Gis / Instructional Supplies
E20R1007	WRIST-BAND COM	521.97	521.97	015463160 4310	Positive Behavioral Interv-Gis / Instructional Supplies
E20R1008	SOUTHWEST SCHOOL AND OFFICE SU	75.00	75.00	015644060 4310	Special Ed. - Plavan S&L / Instructional Supplies
E20R1009	LAMINATOR.COM INC.	565.22	565.22	010013189 4310	Donations - Gisler / Instructional Supplies
E20R1010	MOTION PICTURE LICENSING	812.06	812.06	120336098 4325	Extended School Administration / Office Supplies
E20R1011	TARGET STORES	81.56	81.56	120016098 4310	Extended School Instructional / Instructional Supplies
E20R1012	PRENTKE ROMICH COMPANY	300.00	300.00	015069860 5610	ARRA SpEd Local Asst-Admin / Outside Services -
E20R1013	FOLLETT EDUCATIONAL SERVICES	963.53	963.53	012129078 4110	Lottery Instructional Material / Basic Textbooks
E20R1014	EDGEWOOD PRESS INC.	712.31	712.31	010011616 4310	Sch Site Instr - Newland / Instructional Supplies
E20R1015	WRIST-BAND COM	137.88	137.88	015463560 4310	Positive Behavioral Inter-Moio / Instructional Supplies
E20R1016	PEARSON ASSESSMENTS	3,162.77	3,162.77	012289961 4322	MAA - Administration / Testing Supplies
E20R1017	XEROX SERVICES	129.61	129.61	012723587 4325	Other Donations Clerical-Moiol / Office Supplies
E20R1018	MENDEZ FOUNDATION	587.25	587.25	012529961 4310	TUPE - Administrative / Instructional Supplies
E20R1019	STAPLES	350.00	350.00	010304955 4310	EIA-Masuda / Instructional Supplies
E20R1020	SOUTHWEST SCHOOL AND OFFICE SU	500.00	500.00	012724040 4325	Sch Site Admin - Plavan / Office Supplies
E20R1021	BROOKES PUBLISHING CO.	395.14	395.14	010019961 4322	Medi-Cal Billing-Instructional / Testing Supplies
E20R1022	OFFICE DEPOT	203.63	70.79	012719470 4325	Personnel Department / Office Supplies
			100.64	012849380 4325	Fiscal Services / Office Supplies
			32.20	120336098 4325	Extended School Administration / Office Supplies
E20R1023	PEARSON ASSESSMENTS	678.27	678.27	010019961 4322	Medi-Cal Billing-Instructional / Testing Supplies

**FOUNTAIN VALLEY SD**  
**PURCHASE ORDER DETAIL REPORT**  
**BOARD OF TRUSTEES MEETING 04/07/2011**

FROM 03/02/2011 TO 03/29/2011

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
E20R1024	FOLLETT EDUCATIONAL SERVICES	12,520.82	12,520.82	012129078 4110	Lottery Instructional Material / Basic Textbooks
E20R1025	S & S WORLDWIDE	628.90	628.90	120016398 4310	ESP-Summer Camp Instructional / Instructional Supplies
E20R1026	S & S WORLDWIDE	628.90	628.90	120016398 4310	ESP-Summer Camp Instructional / Instructional Supplies
E20R1027	SOUTHWEST SCHOOL AND OFFICE SU	320.60	320.60	012289961 4325	MAA - Administration / Office Supplies
E20R1028	CONSTRUCTIVE PLAYTHINGS	748.73	748.73	015779860 4310	ARRA SpEd Fed Prsch Local-Inst / Instructional Supplies
E20R1029	BEYOND PLAY	66.65	66.65	015779860 4310	ARRA SpEd Fed Prsch Local-Inst / Instructional Supplies
E20R1030	BECKER'S SCHOOL SUPPLIES	47.82	47.82	015779860 4310	ARRA SpEd Fed Prsch Local-Inst / Instructional Supplies
E20R1031	DIFFERENT ROADS TO LEARNING	2,017.64	2,017.64	015779860 4310	ARRA SpEd Fed Prsch Local-Inst / Instructional Supplies
E20R1033	PRO ED INC.	475.00	475.00	015779860 4310	ARRA SpEd Fed Prsch Local-Inst / Instructional Supplies
E20R1034	APPLE AWARDS	1,087.50	1,087.50	016359380 5828	Staff Recognition Program / Staff Recognition
E20R1035	SUPER DUPER SCHOOL COMPANY	316.95	316.95	015779860 4310	ARRA SpEd Fed Prsch Local-Inst / Instructional Supplies
E20R1036	CHEFS' TOYS	108.75	108.75	133207380 4710	Cafeteria Fund / FOOD
E20R1037	CHEFS' TOYS	163.13	163.13	133207380 4790	Cafeteria Fund / Food Servies Supplies
E20R1038	LAKESHORE LEARNING MATERIALS	217.50	217.50	120016098 4310	Extended School Instructional / Instructional Supplies
E20R1039	TARGET STORES	435.00	435.00	120016098 4310	Extended School Instructional / Instructional Supplies
E20R1040	TARGET STORES	108.75	108.75	012731616 4327	Health Supplies - Newland / Health Supplies
E20R1041	VOLOGY INC.	1,740.00	1,740.00	012149078 4410	ARRA SFSF Tech/Media Operation / Fixed Assets
E20R1042	XTELESIS CORPORATION	2,422.23	875.66	010308255 4410	EIA-Administration / Fixed Assets
			1,546.57	012149078 4410	ARRA SFSF Tech/Media Operation / Fixed Assets
E20R1043	MAGENTA COMPUTER CENTER	7,715.81	7,715.81	012149078 4410	ARRA SFSF Tech/Media Operation / Fixed Assets
E20R1044	STAPLES	95.00	95.00	015749860 4310	Federal Preschool - S&L / Instructional Supplies
E20R1045	CDWG	5,233.05	5,233.05	012149078 4320	ARRA SFSF Tech/Media Operation / Computer Supplies
E20R1047	STAPLES	108.75	108.75	010011616 4310	Sch Site Instr - Newland / Instructional Supplies
E20R1048	SOUTHWEST SCHOOL AND OFFICE SU	265.68	265.68	133207380 4790	Cafeteria Fund / Food Servies Supplies

**FOUNTAIN VALLEY SD**  
**PURCHASE ORDER DETAIL REPORT**  
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FROM 03/02/2011 TO 03/29/2011

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
E20R1049	APPLE COMPUTER ORDER	11,980.08	4,847.08	010308255 4410	EIA-Administration / Fixed Assets
			7,133.00	012149078 4410	ARRA SFSF Tech/Media Operation / Fixed Assets
E20R1050	ACORN MEDIA	47.85	47.85	012109078 4320	Tech/Media Office Operation / Computer Supplies
E20R1051	SCANTRON	366.25	366.25	012719385 4320	Purchasing / Computer Supplies
E20R1054	U.C. REGENTS	150.00	150.00	010113255 5210	Title I - Cox / Travel, Conference, Workshop
E20R1055	LAKESHORE LEARNING MATERIALS	50.00	50.00	010013232 4310	Sch Site Instr - Cox / Instructional Supplies
E20R1057	ORANGE COUNTY DEPARTMENT OF ED	490.00	490.00	010019961 5210	Medi-Cal Billing-Instructional / Travel, Conference,
E20R1058	ORANGE COUNTY DEPARTMENT OF ED	140.00	140.00	010019961 5210	Medi-Cal Billing-Instructional / Travel, Conference,
E20R1059	MYBINDING.COM	269.68	269.68	133207380 4790	Cafeteria Fund / Food Servies Supplies
E20R1060	APPLE COMPUTER ORDER	732.45	732.45	011534075 4410	Cotsen Family Foundation-Plava / Fixed Assets
E20R1061	APPLE COMPUTER ORDER	1,937.40	300.00	010013232 4410	Sch Site Instr - Cox / Fixed Assets
			1,000.00	011533275 4410	Cotsen Family Foundation-Cox / Fixed Assets
			637.40	012109078 4410	Tech/Media Office Operation / Fixed Assets
E20R1062	SOLARWINDS	538.93	538.93	012109078 5899	Tech/Media Office Operation / Other Operating Expenses
E20R1063	TARGET STORES	107.25	107.25	015104060 4310	Special Ed. - Plavan SDC / Instructional Supplies
E20R1064	PREHISTORIC PETS	407.81	407.81	120016098 4310	Extended School Instructional / Instructional Supplies
E20R1065	TARGET STORES	27.19	27.19	120016498 4310	Child Dev Oka Preschool-Instr / Instructional Supplies
E20R1066	THINK SOCIAL PUBLISHING INC.	76.48	76.48	015779860 4310	ARRA SpEd Fed Prsch Local-Inst / Instructional Supplies
E20R1067	ACADEMIC THERAPY PUBLISHER INC	97.88	97.88	010019961 4322	Medi-Cal Billing-Instructional / Testing Supplies
E20R1068	SCHOOL NURSE SUPPLY INC	54.34	54.34	012289961 4325	MAA - Administration / Office Supplies
E20R1069	RIVERSIDE PUBLISHING COMPANY	413.25	413.25	012289961 4322	MAA - Administration / Testing Supplies
E20R1070	SOUTHWEST SCHOOL AND OFFICE SU	100.00	100.00	015619860 4310	Special Ed. - DIS--APE / Instructional Supplies
E20R1071	ESSENTIAL SKILLS SOFTWARE INC.	2,277.82	2,277.82	010013789 4310	Donations - Oka / Instructional Supplies
E20R1072	TARGET STORES	54.38	54.38	015513760 4310	Special Ed. - Oka RSP / Instructional Supplies
E20R1073	OFFICE DEPOT	55.98	55.98	012719165 4325	Superintendent / Office Supplies

**FOUNTAIN VALLEY SD**  
**PURCHASE ORDER DETAIL REPORT**  
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<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
E20R1074	FOUNTAIN VALLEY CHAMBER OF COM	290.00	290.00	012719165 5390	Superintendent / Dues and Membership Non Taxabl
E20R1075	CONSOLIDATED PLASTICS COMPANY	314.03	314.03	010014089 4310	Donations - Plavan / Instructional Supplies
E20R1077	ORIENTAL TRADING COMPANY	88.01	88.01	016099275 4310	6761 Arts, Music & PE / Instructional Supplies
E20R1078	STAPLES	150.00	150.00	010144949 4310	Sch Site Instr - Masuda / Instructional Supplies
E20R1079	BIO-RAD LABORATORIES	387.63	387.63	011494988 4310	FVEF Teacher Grants - Masuda / Instructional Supplies
E20R1080	SOUTHWEST SCHOOL AND OFFICE SU	86.77	86.77	133207380 4790	Cafeteria Fund / Food Servies Supplies
E20R1081	LEVEL 27 MEDIA	1,887.41	1,887.41	015463160 4310	Positive Behavioral Interv-Gis / Instructional Supplies
E20R1082	ORIENTAL TRADING COMPANY	82.57	82.57	120016098 4310	Extended School Instructional / Instructional Supplies
E20R1083	DISCOUNT SCHOOL SUPPLY	568.59	568.59	120016098 4310	Extended School Instructional / Instructional Supplies
E20R1084	ORANGE COUNTY DEPARTMENT OF ED	276.75	276.75	015069860 5210	ARRA SpEd Local Asst-Admin / Travel, Conference,
E20R1085	ORANGE COUNTY DEPARTMENT OF ED	765.00	765.00	015069860 5210	ARRA SpEd Local Asst-Admin / Travel, Conference,
E20R1086	BARNES AND NOBLE	175.60	175.60	011534075 4310	Cotsen Family Foundation-Plava / Instructional Supplies
E20R1087	SMARTERVILLE EDUCATIONAL	1,554.15	1,554.15	010011010 4310	Sch Site Instr - Tamura / Instructional Supplies
E20R1088	BIO CORPORATION	80.92	80.92	011494988 4310	FVEF Teacher Grants - Masuda / Instructional Supplies
E20R1089	SAMS CLUB	543.75	543.75	012719275 4325	Curriculum/Instruction Office / Office Supplies
E20R1090	APPLE COMPUTER ORDER	1,705.57	1,705.57	012389078 4410	ARRA Title II-Pt D-Ed Tech Adm / Fixed Assets
E20R1091	APPLE COMPUTER ORDER	5,990.05	719.62	012109078 4410	Tech/Media Office Operation / Fixed Assets
			5,270.43	012389078 4410	ARRA Title II-Pt D-Ed Tech Adm / Fixed Assets
E20R1092	ACORN MEDIA	396.94	396.94	012109078 4320	Tech/Media Office Operation / Computer Supplies
E20R1093	LAKESHORE LEARNING MATERIALS	108.75	108.75	010013232 4310	Sch Site Instr - Cox / Instructional Supplies
E20R1094	CRAFT SUPPLIES USA	429.86	429.86	010142929 4311	Sch Site Instr - Fulton / Elective Supplies
E20R1096	STAPLES	150.00	150.00	010144949 4310	Sch Site Instr - Masuda / Instructional Supplies
E20R1098	BARNES AND NOBLE	651.68	651.68	012129078 4110	Lottery Instructional Material / Basic Textbooks
E20R1099	GREAT BOOKS FOUNDATION	494.73	494.73	010013289 4310	Donations - Cox / Instructional Supplies



**FOUNTAIN VALLEY SD**  
**PURCHASE ORDER DETAIL REPORT**  
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E20R1100	MIND RESEARCH INSTITUTE	2,850.00	2,850.00	010113255 4310	Title I - Cox / Instructional Supplies
E20R1101	KOCE-TV FOUNDATION	1,932.28	1,932.28	010113255 4315	Title I - Cox / Media/Library Supplies
E20R1102	SCHOOL SERVICES OF CALIFORNIA	375.00	125.00	012719380 5210	Business Department / Travel, Conference, Workshop
			250.00	012849380 5210	Fiscal Services / Travel, Conference, Workshop
E20R1103	PRACTI-CAL	5,740.00	5,740.00	012289961 5813	MAA - Administration / Consultant
E20R1104	MAGENTA COMPUTER CENTER	10.88	10.88	120016098 4310	Extended School Instructional / Instructional Supplies
E20R1105	WATCH ME LEARN INC.	52.90	52.90	015069860 4310	ARRA SpEd Local Asst-Admin / Instructional Supplies
E20R1106	IDEAS UNLIMITED SEMINARS INC.	895.00	895.00	010113255 5210	Title I - Cox / Travel, Conference, Workshop
E20R1107	STAPLES	100.00	100.00	010144949 4310	Sch Site Instr - Masuda / Instructional Supplies
E20R1108	APPLE COMPUTER ORDER	36,172.15	35,009.04	010011089 4410	Donations - Tamura / Fixed Assets
			691.00	012109078 4315	Tech/Media Office Operation / Media/Library Supplies
			472.11	012149078 4315	ARRA SFSF Tech/Media Operation / Media/Library
E20R1110	AARDVARK CLAY AND SUPPLY	500.00	500.00	010013289 4310	Donations - Cox / Instructional Supplies
E20S8046	WAXIE	14,203.39	14,203.39	011000000 9320	Revenue Limit - State Revenues / STORES
E20S8047	ARIEL SUPPLY COMPUTER & BUSINE	3,257.06	3,257.06	011000000 9320	Revenue Limit - State Revenues / STORES
E20S8048	WAXIE	673.15	673.15	011000000 9320	Revenue Limit - State Revenues / STORES
	<b>Fund 01 Total:</b>	<b>203,374.04</b>			
	<b>Fund 12 Total:</b>	<b>4,780.33</b>			
	<b>Fund 13 Total:</b>	<b>3,547.47</b>			
	<b>Total Amount of Purchase Orders:</b>	<b>211,701.84</b>			

FOUNTAIN VALLEY SCHOOL DISTRICT  
BUSINESS SERVICES

DFS-10/11-678  
Board Meeting on [April 7, 2011](#)

MEMORANDUM

To: Stephen McMahon - Assistant Superintendent, Business Administration  
From: Dedra Norman - Director, Fiscal Services  
Subject: Budget Transfers and Resolutions  
Date: [March 30, 2011](#)

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Background

- 10/11-057 This Appropriation Transfer reallocates funds within the General Fund-Fund 01 for restricted and unrestricted programs.
- 10/11-058 This Appropriation Transfer reallocates funds within the Child Development Fund-Fund 12.
- 10/11-059 This Appropriation Transfer reallocates funds within Insurance-WCI Fund-Fund 68.
- 10/11-060 This Resolution reallocates funds within the General Fund-Fund 01 for restricted and unrestricted programs.

# FOUNTAIN VALLEY SD

Reference #:

## Transfer of Funds

2011 57

It has been resolved to make the budget transfers as listed below per Education Code 42600.

<b>Fund: 0101 GENERAL FUND</b>
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<b>Object</b>	<b>Description</b>	<b>FROM</b>	<b>TO</b>
1100	TEACHERS' SALARIES	108.00	56,995.00
2100	INSTRUCTIONAL AIDES' SALARIES	7,088.00	79.00
2400	CLERICAL & OFFICE SALARIES	150.00	3,745.00
2900	OTHER CLASSIFIED SALARIES		120.00
3101	STRS-CERTIFICATED POSITIONS	155.00	3,724.00
3102	STRS-CLASSIFIED		25.00
3201	PERS-CERTIFICATED		18.00
3202	PERS-CLASSIFIED	440.00	423.00
3313	MEDICARE-CERTIFICATED		658.00
3314	MEDICARE-CLASSIFIED	244.00	218.00
3353	ARP-CERTIFICATED		142.00
3354	ALTERNATIVE RETIRE-CLASSIFIED	168.00	155.00
3355	OASDI-CERTIFICATED		10.00
3356	OASDI-CLASSIFIED	248.00	244.00
3501	SUI-CERTIFICATED		326.00
3502	SUI-CLASSIFIED	122.00	109.00
3601	WORKERS'COMP-CERTIFICATED		859.00
3602	WORKERS'COMP-CLASSIFIED	318.00	282.00
3801	PERS REDUCTION-CERTIFICATED		3.00
4100	TEXTBOOKS	322.00	
4200	BOOKS OTHER THAN TEXTBOOKS		68.00
4300	MATERIALS & SUPPLIES	8,188.00	16,948.00
4400	NONCAPITALIZATION EQUIPMENT	4,555.00	109,424.00
5200	TRAVEL & CONFERENCES	26.00	5,999.00
5600	RENTALS,LEASES AND REPAIRS	2,000.00	39.00
5711	Direct Cost - Field Trips	311.00	204.00
5800	PROF/CONS SERV & OPER EXPENSE	186,469.00	15,828.00
6400	EQUIPMENT	1,759.00	
9790	UNDESIGNATED/UNAPPROPRIATED	34,561.00	30,587.00

# FOUNTAIN VALLEY SD

Reference #:

## Transfer of Funds

2011 57

It has been resolved to make the budget transfers as listed below per Education Code 42600.

**Fund: 0101 GENERAL FUND**

<b>Object</b>	<b>Description</b>	<b>FROM</b>	<b>TO</b>
	<b>Subfund Total:</b>	<b>247,232.00</b>	<b>247,232.00</b>

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, April 7, 2011.

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSENT: \_\_\_\_\_

\_\_\_\_\_  
Secretary, Board of Trustees

The above transfer was approved on the \_\_\_\_ day of \_\_\_\_\_, 200\_\_.

APPROVED: Superintendent of Schools, County of Orange: \_\_\_\_\_  
Deputy

# FOUNTAIN VALLEY SD

Reference #:

## Transfer of Funds

2011 58

It has been resolved to make the budget transfers as listed below per Education Code 42600.

<b>Fund: 1212 CHILD DEVELOPMENT</b>
-------------------------------------

<b>Object</b>	<b>Description</b>	<b>FROM</b>	<b>TO</b>
5200	TRAVEL & CONFERENCES		2,669.00
9790	UNDESIGNATED/UNAPPROPRIATED	2,669.00	
<b>Subfund Total:</b>		<b>2,669.00</b>	<b>2,669.00</b>

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, April 7, 2011.

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSENT: \_\_\_\_\_

\_\_\_\_\_  
Secretary, Board of Trustees

The above transfer was approved on the \_\_\_\_ day of \_\_\_\_\_, 200\_\_.

APPROVED: Superintendent of Schools, County of Orange: \_\_\_\_\_  
Deputy

# FOUNTAIN VALLEY SD

Reference #:

## Transfer of Funds

2011 59

It has been resolved to make the budget transfers as listed below per Education Code 42600.

### Fund: 6768 INSURANCE-WCI

Object	Description	FROM	TO
5800	PROF/CONS SERV & OPER EXPENSE		1,500.00
9790	UNDESIGNATED/UNAPPROPRIATED	1,500.00	
<b>Subfund Total:</b>		<b>1,500.00</b>	<b>1,500.00</b>

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, April 7, 2011.

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSENT: \_\_\_\_\_

\_\_\_\_\_  
Secretary, Board of Trustees

The above transfer was approved on the \_\_\_\_ day of \_\_\_\_\_, 200\_\_.

APPROVED: Superintendent of Schools, County of Orange: \_\_\_\_\_  
Deputy

# FOUNTAIN VALLEY SD

Reference #:

## Adjustment of Funds

2011 60

It has been resolved to make the budget adjustments as listed below per Education Code 42600.

### Fund: 0101 GENERAL FUND

<b>Object</b>	<b>Description</b>	<b>FROM</b>	<b>TO</b>
1100	TEACHERS' SALARIES	232,588.00	23,011.00
1200	CERTIFICATED PUPIL SUPPORT	10,218.00	5,050.00
2100	INSTRUCTIONAL AIDES' SALARIES	1,068.00	62,381.00
2400	CLERICAL & OFFICE SALARIES	44.00	2,044.00
3101	STRS-CERTIFICATED POSITIONS	20,032.00	1,863.00
3202	PERS-CLASSIFIED		4,897.00
3313	MEDICARE-CERTIFICATED	3,517.00	380.00
3314	MEDICARE-CLASSIFIED	16.00	937.00
3354	ALTERNATIVE RETIRE-CLASSIFIED	14.00	360.00
3356	OASDI-CLASSIFIED		3,047.00
3401	HEALTH & WELFARE-CERTIFICATED	267.00	
3501	SUI-CERTIFICATED	1,747.00	198.00
3502	SUI-CLASSIFIED	7.00	464.00
3601	WORKERS'COMP-CERTIFICATED	4,565.00	517.00
3602	WORKERS'COMP-CLASSIFIED	20.00	1,211.00
3802	PERS REDUCTION-CLASSIFIED		1,090.00
4300	MATERIALS & SUPPLIES		17,046.00
4400	NONCAPITALIZATION EQUIPMENT		2,758.00
5600	RENTALS,LEASES AND REPAIRS		1,883.00
5711	Direct Cost - Field Trips		107.00
5800	PROF/CONS SERV & OPER EXPENSE	9,659.00	2,870.00
8000	REVENUE LIMIT SOURCES	154,353.00	
8500	STATE INCOME		201,724.00
8600	LOCAL INCOME		37,541.00
9790	UNDESIGNATED/UNAPPROPRIATED	248,700.00	485,260.00
<b>Subfund Total:</b>		<b>686,815.00</b>	<b>856,639.00</b>

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, April 7, 2011.

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSENT: \_\_\_\_\_

\_\_\_\_\_  
Secretary, Board of Trustees

The above adjustment was approved on the \_\_\_\_\_ day of \_\_\_\_\_, 200\_\_\_\_.

APPROVED: Superintendent of Schools, County of Orange: \_\_\_\_\_  
Deputy

FOUNTAIN VALLEY SCHOOL DISTRICT

PERSONNEL

TO: Dr. Marc Ecker, Superintendent  
FROM: Rosemary Eadie, Deputy Superintendent  
SUBJECT: Receipt of Fountain Valley Education Association's Initial Contract  
Proposals for 2011-2012  
DATE: March 9, 2011

---

BACKGROUND

Government Code Section 3547 requires that copies of the initial contract proposals of the exclusive representative be presented at a public meeting and thereafter shall be public record. An initial proposal has been received. In compliance with this requirement, the Fountain Valley Education Association presents the attached subjects for collective bargaining.

IMPACT

The formal collective bargaining process, pursuant to the Educational Employment Relations Act (EERA), commences between the District and Fountain Valley Education Association.

RECOMMENDATION

The Board of Trustees receives the initial contract proposals of the Fountain Valley Education Association.



**FOUNTAIN VALLEY EDUCATION ASSOCIATION**

10231 Slater Avenue, Suite 106

Fountain Valley, CA 92708

(714) 378-0181

Tuesday, March 1, 2011

Sunday, March 06, 2011

Dr. Marc Ecker, Superintendent  
Fountain Valley School District  
10055 Slater Avenue  
Fountain Valley, CA 92708

Dear Dr. Ecker,

The Fountain Valley Education Association hereby notifies the Fountain Valley School District that it wishes to open all articles of the collective bargaining agreement between the Fountain Valley School District and the Fountain Valley Education Association for the purposes of discussion and modification. Specific proposals will be made at a later date.

Please feel free to contact us if you have any questions or concerns.

Sincerely,



Ed Eldridge

President, Fountain Valley Education Association

CC: Rosemary Eadie, Assistant Superintendent, Personnel and Curriculum

## **FOUNTAIN VALLEY EDUCATION ASSOCIATION**

The Fountain Valley Education Association will enter into bargaining with the Fountain Valley School District for the purpose of negotiating a successor agreement to the contract currently in effect through June 30, 2012.

The Fountain Valley Education Association sets forth the following proposed issues for improvement and change in the contract including, but not limited to:

### **NEGOTIATIONS ISSUES**

- Calendar
- Class Size
- Employee Rights
- Hours of Employment
- Insurance
- Leaves
- Organization Security
- Peer Assistance and Review
- Safety
- Special Programs
- Term of Contract
- Transfer
- Voluntary Early Retirement
- Wages

## FOUNTAIN VALLEY SCHOOL DISTRICT

### PERSONNEL

TO: Dr. Marc Ecker, Superintendent  
FROM: Rosemary Eadie, Deputy Superintendent  
SUBJECT: Receipt of Fountain Valley School District's Initial Contract  
Proposal for 2011-12  
DATE: March 9, 2011

---

### BACKGROUND

Article 8 of the Government Code, Public Notice, Section 3547 (a), states that "all initial Proposals of exclusive representatives and of public school employers which relate to matters within the scope of representation shall be presented at a public meeting of the public school employer and thereafter shall be public record." In compliance with this requirement, the Fountain Valley School District sets forth the following proposed issues for the purpose of negotiating a successor agreement of the current contract:

- Calendar
- Class Size
- Employee Rights
- Hours of Employment
- Insurance
- Leaves
- Organization Security
- Peer Assistance and Review
- Safety
- Special Programs
- Term of Contract
- Transfer
- Voluntary Early Retirement
- Wages

### RECOMMENDATION

The Board of Trustees receives the initial contract proposals of the Fountain Valley School District to the Fountain Valley Education Association.

Reference: Government Code, Article 8, Public Notice, Section 3547 (a)

Board meeting of April 7, 2011

SO: 2010-11/B40-11  
Fountain Valley School District  
Superintendent's Office

MEMORANDUM

TO: Board of Trustees  
FROM: Marc Ecker, Superintendent  
SUBJECT: **Williams Uniform Complaint Quarterly Report  
(Quarter #3: January 1 to March 31, 2011)**  
DATE: March 30, 2011

---

**Background:**

Education Code mandates that a school district shall report summarized data on the nature and resolution of all Williams Uniform Complaints on a quarterly basis to the county superintendent of schools. This report shall be publicly agendized at a regular board meeting. Complaints and written responses shall be available as public records.

The Williams Litigation Settlement mandates that the district shall use certain procedures to investigate and resolve specific complaints that fall within three specific categories.

- **Instructional materials**
- **Teacher vacancy or misassignment**
- **Facilities**

Williams Quarterly Report: January 1 to March 31, 2011

The District received no complaints in any of the categories.

**Recommendation:**

It is recommended that the Board of Trustees receive and approve the Williams Quarterly Report for the third quarter of the 2010-11 year and approve its submittal to the Orange County Department of Education.

## 2010-2011 Quarterly Report on Williams Uniform Complaints [Required by Education Code section 35186]

**District:** Fountain Valley School District

**Person completing this form:** Marc Ecker, Ph.D.

**Title:** Superintendent

- |                                     |   |                                       |
|-------------------------------------|---|---------------------------------------|
| <input type="checkbox"/>            | Quarter #1 July 1 to September 30, 2010   | <b>Report due by October 29, 2010</b> |
| <input type="checkbox"/>            | Quarter #2 October 1 to December 31, 2010 | <b>Report due by January 31, 2011</b> |
| <input checked="" type="checkbox"/> | Quarter #3 January 1 to March 31, 2011    | <b>Report due by April 29, 2011</b>   |
| <input type="checkbox"/>            | Quarter #4 April 1 to June 30, 2011       | <b>Report due by July 29, 2011</b>    |

Date for information to be reported publicly at governing board meeting: April 7, 2011

**Please check the box that applies:**

- No complaints were filed with any school in the district during the quarter indicated above.
- Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
<b>Textbooks and Instructional Materials</b>			
<b>Teacher Vacancies or Misassignments</b>			
<b>Facility Conditions</b>			
<b>CAHSEE Intensive Instruction &amp; Services (High school districts only. All other districts answer N/A)</b>			
<b>TOTALS</b>			

Print name of Superintendent: Marc Ecker, Ph.D.

Signature of Superintendent: \_\_\_\_\_

Date: 4/7/2011

**Please submit to:**

Suzie Strelecki  
Senior Administrative Assistant  
200 Kalmus Drive, B-1009  
P.O. Box 9050, Costa Mesa, CA 92628-9050  
(714) 966-4336 or fax to: (714) 549-2657



FOUNTAIN VALLEY SCHOOL DISTRICT  
**Curriculum/Instruction**

**MEMORANDUM**

**TO:** Marc Ecker, Ph.D., Superintendent

**FROM:** Rosemary Eadie, Deputy Superintendent, Instruction/Personnel Administration  
Jay Adams, Principal, Tamura Elementary School

**SUBJECT:** *EISS Grant Application*

**DATE:** March 14, 2011

=====

**BACKGROUND**

Tamura Elementary School is applying for the Early Intervention for School Success Professional Learning Communities Grant from the Early Intervention for School Success (EISS) Program through the Orange County Department of Education. This grant will provide teacher release time for teachers in grades Preppie K through second to meet in a Professional Learning Community and articulate common goals and language for primary students' learning. Emphasis is on the promotion of developmentally appropriate strategies to support our diverse population of students, which includes the 22% of our students who are English Language Learners. The grant would facilitate research-based trainings and workshops for teachers who are focusing on crafting a dynamic writing model, which will spiral throughout all grade levels at Tamura. It would also allow for training for Tamura teachers to create effective family literacy workshops, which will support student learning, and strengthen the school/community relationship.

The grant application is requesting a monetary amount of \$50,000. This amount includes substitute teacher fees, books and other instructional materials, coaching and training fees, and charges for workshops. The District will charge the grant total with 4.43% of indirect costs for processing any monies, which pass from EISS through the District to Tamura.

**RECOMMENDATION**

It is recommended that the Superintendent endorse and the Board of Trustees authorize submittal of the grant application by Tamura Elementary School to Early Intervention for School Success (EISS).

FOUNTAIN VALLEY SCHOOL DISTRICT  
SUPPORT SERVICES

MEMORANDUM

TO: Rosemary Eadie, Deputy Superintendent  
Instruction/Personnel Administration

FROM: Cathie Abdel, Director, Support Services - *CA*

SUBJECT: Board Item – Settlement Agreement/Reimbursement

DATE: March 21, 2011 - For April 7, 2011 Board Meeting

---

BACKGROUND:

According to the Settlement Agreement between Fountain Valley School District and parents signed on March 17, 2011, it was agreed upon to reimburse parents in the amount not to exceed \$15,000.00 through June 10, 2012. This agreement is for specific educationally related services, such as: Speech, Behavioral/ABA, and OT therapy, provided by agencies holding appropriate licenses and/or degrees for these educational services.

It was agreed to reimburse for attorney fees and legal costs not to exceed \$15,000.00 payable to Adams & Associates, Client Trust Account.

RECOMMENDATION

Approval by the Board of Trustees is recommended to reimburse parents \$15,000.00, and attorney fees/legal costs of \$15,000.00, not to exceed in total cost of \$30,000.00.

CA:ds

Board Meeting of April 7, 2011

SO 2010-11/B41-11  
Fountain Valley School District  
Superintendent's Office

MEMORANDUM

TO: Board of Trustees  
FROM: Marc Ecker  
SUBJECT: **Retainer Agreement for Legal Services in 2011-12 School Year with  
the Law Offices of Margaret A. Chidester & Associates**  
DATE: March 30, 2011

---

**Background:**

The Law Offices of Margaret A. Chidester & Associates will be retained for the purpose of providing specific legal services pertaining to District business and related matters as may be specifically directed by the Superintendent/designee, including but not limited to, labor, employment, personnel, pupil personnel, special education, instructional compliance, contractual, business transactional, real property and governance issues.

**Recommendation:**

It is recommended that the Board of Trustees approve the retainer agreement for legal services in 2011-12 with the Law Offices of Margaret A. Chidester & Associates.

/rh



**RETAINER AGREEMENT  
BETWEEN FOUNTAIN VALLEY SCHOOL DISTRICT  
AND THE LAW OFFICES OF MARGARET A. CHIDESTER & ASSOCIATES**

THIS AGREEMENT is made and entered into effective July 1, 2011 by and between the FOUNTAIN VALLEY SCHOOL DISTRICT of Orange County, California, "District," and the LAW OFFICES OF MARGARET A. CHIDESTER & ASSOCIATES, "Attorneys."

**W I T N E S S E T H**

WHEREAS, District desires to obtain from Attorneys certain legal or investigative services; and

WHEREAS, the governing board has determined that it is in the best interest of District to appoint Attorneys to represent District in the matters specified herein;

In consideration of these mutual promises, the parties agree as follows:

1. District retains Attorneys for the purpose of providing specific legal services pertaining to District business and related matters as may be specifically directed by the Superintendent/designee, including, but not limited to, labor, employment, personnel, pupil personnel, special education, instructional compliance, contractual, business transactional, real property, and governance issues.

2. District shall not be required to pay in advance for any retained services. District shall pay Attorneys for services at the rates set forth in Exhibit "A", attached and incorporated by this reference.

3. Attorneys shall perform services at the rates set forth in Exhibit "A".

4. District shall pay and reimburse Attorneys for any actual and necessary costs and expenses incurred in the course of providing services, including charges that Attorneys directly incur such as filing fees, reproduction of documents, toll

telephone charges, messenger and delivery services, legal research charges, travel expenses, mileage costs, and court reporting costs.

5. Attorneys shall present statements for services rendered during the preceding month. District shall pay upon presentation or within forty-five (45) days thereafter. Invoices not paid within 60 days of the date issued shall incur a late charge of 2.5% per month.

6. District acknowledges that Attorneys presently represent and in the future will represent other districts and education agencies that may, from time to time, have transactions with District. District consents to such continued and future representation without the need for any further consent from District, provided that Attorneys shall promptly notify District in writing of any direct conflict and of the District's options in such case.

7. District will indemnify and hold harmless Attorneys from and against all claims, suits or causes of action arising out of the services rendered herein. District will provide legal representation for Attorneys in any litigation relating to such services if Attorneys are sued, deposed, or otherwise required to provide information or testimony concerning services under this contract. This provision does not apply to actions resulting from Attorneys' negligence, willful and/or malicious conduct in the course of rendering services.

8. District authorizes Attorneys to communicate with District and District's representative via electronic mail when such communication is desirable for timely communications, efficiency of transmission, or to avoid the need for re-creating documents. Although Attorneys will make reasonable efforts to label electronic communications as confidential and privileged, District acknowledges that electronic communications may be

intercepted and that confidentiality cannot be guaranteed. District agrees that if e-mail is intercepted or confidentiality is otherwise compromised, District will hold Attorneys harmless for any resulting injury. District agrees that it will not modify any document transmitted to District electronically by Attorneys, except as expressly authorized by Attorneys. Both parties agree not to knowingly transmit any materials to the other party in violation of the copyright of another or of any other applicable law.

9. Attorneys serve under the terms of this Agreement at the pleasure of the Board. Board reserves the right to terminate Attorneys upon written notice to Attorneys.

10. Attorneys reserve the right in their discretion to terminate this Agreement at any time Attorneys deem necessary or advisable upon thirty (30) days written notice to District.

Fountain Valley School District

Date: \_\_\_\_\_, 2011 BY: \_\_\_\_\_

LAW OFFICES OF MARGARET A.  
CHIDESTER & ASSOCIATES

Date: March 22, 2011 BY: Margaret A. Chidester

**EXHIBIT "A"**

SENIOR ATTORNEYS	\$220 per hour
OTHER ATTORNEYS	\$195 per hour
LAW CLERKS	\$80 per hour

**COSTS**

PHOTOCOPIES AND FAXES	\$0.25 per page
POSTAGE	actual charges
MILEAGE	IRS authorized rate
TELEPHONES	actual charges



# FOUNTAIN VALLEY SCHOOL DISTRICT

10055 Slater Avenue • Fountain Valley, CA 92708 • (714)843-3200 • www.fvsd.k12.ca.us

Board Approval Date  
April 7, 2011

## Memorandum

**TO:** Rosemary Eadie, Deputy Superintendent, Instruction/Personnel Administration

**FROM:** Patricia Minnesang, Director, Categorical Programs/Technology

**DATE:** March 18, 2011

**SUBJECT:** *English Learner Master Plan – March 2011*

---

### Background

Federal and state regulations require the District to maintain a current *English Learner Master Plan*. The purpose of the Master Plan is to provide the framework for the English Learner program, which assists District English learners in developing English language proficiency within a reasonable amount of time in order to enable them to succeed academically and socially. This Master Plan is tied to and based on, in addition to said laws and regulations, District policy, the District *Strategic Plan*, and research-informed, proven instructional practices.

Attached is an excerpt from the *English Learner Master Plan*. In order to meet state requirements, the entire Plan will be translated into Vietnamese.

### Recommendation

It is recommended that the Board of Trustees approve the *English Learner Master Plan – March 2011*.



# English Learner Master Plan



Approved by Board of Trustees

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

Fountain Valley School District  
10055 Slater Avenue  
Fountain Valley, CA 92708

Categorical Programs Office  
Telephone: 714.843.3268  
E-mail: [www.fvsd.us](http://www.fvsd.us)

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Fountain Valley School District  
Categorical Programs Office

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**Fountain Valley School District  
Categorical Programs Office**

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Fountain Valley School District  
Categorical Programs Office

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# Introduction

## *English Learner Master Plan*

The Master Plan is based on the following belief statements.

The Fountain Valley School District believes that effective, high quality English Learner services:

- Develop English language proficiency within a reasonable amount of time.
- Provide equal access to all parts of the core curriculum.
- Enable English Learners to succeed academically and socially.
- Provide multiple components of ELD and SDAIE as well as primary language support when necessary.
- Include all the necessary resources and support needed to ensure academic success.
- Value multilingual abilities and, whenever possible, encourage students to develop proficiency in more than one language.
- Develop an appreciation for the diversity of all languages and cultures.
- Provide an environment that welcomes and encourages parental involvement.

The major goals of the *State Program for English Learners* are to “develop English Learners’ proficiency in English and in the District’s core curriculum as rapidly and as effectively as possible in an established English-language classroom or in an alternative course of study (i.e., alternative program) with curriculum designed for such students.” After ELs have acquired a “good working knowledge of English,” they are placed into English-language mainstream classrooms. English Learners are ultimately reclassified as Fluent English Proficient (FEP) after meeting established criteria to ensure that these students “have overcome language barriers, have recouped any academic deficits incurred in other areas of the curriculum, and can demonstrate English-language proficiency comparable to that of the District’s average native English-language speakers.”

Our *Master Plan for English Learners* is tied to and based on:

- Federal law
- State laws and regulations
- District policies
- District *Strategic Plan*
- Research-informed, proven instructional practices

In order to provide *compliance, consistency, clarity, and continuing improvement* in our programs and settings for English Learners, our District is purposefully structured and organized in order to meet these needs. The major organizational components are:

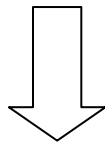
- Department of Categorical Programs, with a Director, Senior Secretary, Instructional Services Technician, Bilingual Testing Technician, Community Liaison, and translation services;
- English Learner Language Assessment Center (LAC);
- English Learner Coordinator at each school site;
- Procedures and documents to organize and control our programs and services. Thus, each English Learner’s assessment, reclassification, and R-FEP monitoring information is contained in the Blue EL Folder within the cumulative file folder.

# Introduction (continued)

## ENGLISH LEARNER MASTER PLAN DEVELOPMENT CYCLE

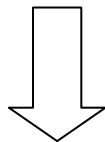
English Learner Committee Meets Quarterly

- Conducts District EL Needs Analysis
- Monitors implementation of District EL Master Plan
- Develops next year's EL Action Plan
- Revises EL Master Plan – if necessary



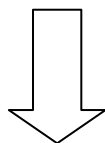
August

- Board Approval of EL Master Plan/EL Action Plan



September

- Principals and Site Teacher Leaders receive training at each year's first ELAP Lead Meeting
  - Review EL Master Plan
  - Review Upcoming Year's EL Action Plan



- Principals and Site Teacher Leaders train site staff at site staff meeting
  - Review pertinent sections of EL Master Plan
  - Review Upcoming Year's EL Action Plan
  - Provide input



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## **Introduction** (continued)

### ***The Important Role of the EL Coordinator***

In order to support the diverse needs of our English Learners, each principal selects an English Learner Coordinator (EL Coordinator) to assist with the wide span of responsibilities attendant upon serving our English Learners. Depending upon the number of ELs and the available resources at the site, the EL Coordinator's position varies. The EL Coordinator is involved in the identification, assessment, placement, reclassification, and monitoring of the English Learners at the site; thus, s/he works closely with the Director of Categorical Programs. This position is key to the smooth implementation of the site's programs for English Learners.

An overview of the responsibilities of the EL Coordinator (including local ELAC functions) is:

- Annual NCLB Placement Notifications;
- Annual CELDT Notifications
- Assistance with CELDT (California English Language Development Test) testing and notification;
- Assistance with the R-30 *Annual Language Census* school report;
- Attendance at training, including, but not limited to: principal's planning sessions; ELAC/DELAC meetings; district trainings and coordination meetings; Intervention Team site meetings; EL Coordinators' monthly trainings with EL Department;
- Assistance with planning, organizing, and/or implementing site-based staff development on topics pertaining to English Learners;
- Assistance with selection of textbooks and supplementary materials;
- Training, mentoring, and/or assisting teachers of English Learners.

### ***FVSD Master Plan***

Master Plan goals include objectives directly related to English Learners within our District.

### ***Student Learning***

- Reclassify English Learners who meet established criteria; establish follow-up procedures to monitor and support reclassified fluent English proficient students (R-FEPs);
- Develop a monitoring evaluation plan for determining program effectiveness for English Learners;
- Show evidence of academic achievement and the acquisition of English for EL students; monitor growth and use data to improve programs;
- Ensure that students, including mainstream English and Special Education, receive appropriate instruction;
- The Catch-Up Plan is designed to provide student completion of grade-level expectations at or near mastery within a four-year period.

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## Introduction (continued)

### *Continuous Learning*

- Devise a staff development plan that matches identified student needs with differentiated instructional strategies. The staff development plan will support staff in the implementation of EL teaching strategies and methodology. The District will match staff competencies (gained through staff development programs) with identified student needs.

### *Respect and Dignity*

- Ensure that written notification is given to parents regarding English Learners' placement options, one of which is through the waiver process. If necessary and needed, ensure that the notification policy includes an opportunity for parents to transfer their student to another school offering an alternative program when fewer than twenty waivers have been granted and the program is not currently provided at that school.
- Establish English Learner Advisory committees (ELACs) at all sites with 21 or more English Learners with identified members who have been trained and can advise the principal and staff on all required areas.
- Establish a functional District English Learner Advisory Committee (DELAC) with identified members who have been trained and can advise the Board of Trustees on all required areas.

### *Legal Basis of the Master Plan*

#### Federal Law

***U.S. Constitution: Fourteenth Amendment-Due Process and Equal Protection Clauses, No state shall "deprive any person of life, liberty, or property without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws."***

#### ***Office of Civil Rights May 25<sup>th</sup> Memorandum 1970***

Where the inability to speak and understand English excludes students for "effective participation" in the education program, the district must take "affirmative steps to rectify the language deficiency in order to open its instructional program to those students."

#### **Lau v. Nichols**

The United States Supreme Court held in Lau v. Nichols (1974) that San Francisco's failure to provide supplemental English language instruction to 1800 students of Chinese ancestry violated Title VI of the Civil Rights Act, 42 U.S.C. section 2000d. The court stated that those students were thus denied a meaningful opportunity to participate in the public educational program.

#### ***Equal Education Opportunities Act: 20 U.S.C. 1803 (f)***

This statute recognizes the state's role in assuring equal opportunity for national origin minority students. "No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin by . . . (f) the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs."

## Introduction (continued)

### *Major Federal Cases Interpreting Section 1703 (f)*

Castaneda v. Pickard-1981

Districts have the dual obligation to:

1. Teach English
2. Provide access to academic content instruction

Castaneda v. Pickard also mandated the development of a three-prong test to evaluate the effectiveness of a district program. The three prongs are:

- Is the program informed by an educational theory recognized as sound by at least some experts in the field?
- Are the district's programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively?
- Does the district evaluate its programs and make judgments where needed to ensure language barriers are actually being overcome?

California State Law

*California Legislation Code, General Provisions, Article 3, Section 30, Language of Instruction.*

English shall be the basic language of instruction in all schools. The governing board of any school district, or community college district, and any private school may determine when and under what circumstances instruction may be given bilingually.

It is the policy of the state to ensure mastery of English by all pupils in the schools; provided that bilingual instruction may be offered in those situations when such instruction is educationally advantageous to the pupils. Bilingual instruction is authorized to the extent that it does not interfere with the systematic, sequential and regular instruction of all pupils in the English language.

*California Code of Regulations Title 5, sub-chapter 4, Section 11302, Duration of Services*

School District shall continue to provide additional and appropriate educational services to English Learners in Kindergarten through grade twelve for the purposes of overcoming language barriers until the English Learners have:

- a) demonstrated English-language proficiency comparable to that of the school district's average native English-language speaker; and
- b) recouped any academic deficits which may have been incurred in other areas of the core curriculum as a result of language barriers.

### ***Program Design***

Position Statement: The purpose of this program is to develop fluency in speaking, reading, and writing English in each student whose primary language is not English, enhance students' self-esteem, promote cross-cultural understanding, and provide equal opportunity for academic achievement, including academic instruction through the primary language when necessary. Regular education classes and staff are included in the Master Plan to insure the commitment of all personnel to provide the best possible educational services for English Language Learner (ELL) students.

## Introduction (continued)

**Program Goal:** To develop English language learners' proficiency in English and in the District's core curriculum as rapidly and as effectively as possible in an established English-language classroom. ELL students will have equal access to the curriculum provided for all students. These students will make normal progress through the curriculum and experience success. The fundamental goal of the ELL program is to have students function successfully in the English language.

*To ensure that English Learners succeed academically*

- Develop students' English fluency in speaking, listening, reading and writing.
- Provide continuous and summative evaluation of the English learner program and make revisions as necessary including guidelines for report card evaluation, promotion, and retention of English learners.
- Ensure that English learners K-8 are provided instruction following District and State adopted English-language arts, English Language Development, Mathematics, Social Studies, and Science standards.

*To provide a quality English Learner Program for all students*

- Ensure equal access to the core curriculum to encourage academic success through Structured English Immersion (SEI), Specially Designed Academic Instruction in English (SDAIE), or Alternative Bilingual Program.

*To provide students acquiring English equal access to the core curriculum*

- Cluster students to provide appropriate instruction.
- Provide primary language support at the center schools.
- Provide students with an effective program as they transition into English academic instruction.
- Provide instruction based upon District and State adopted standards.
- Provide appropriate materials to deliver instruction.

*To provide students daily English Language Development so they can acquire English fluency and literacy necessary for academic success.*

- Provide staff development on effective ELD strategies and techniques.
- Provide continuous assessment of second language acquisition progress.
- Provide District adopted ELD materials for teachers and students.

*To ensure that English learners receive educational services from properly qualified and credentialed staff.*

- Identify certificated and classified district-wide staffing needs annually.
- Employ qualified certificated (BCLAD and CLAD) candidates through university and college recruitment efforts.
- Provide ongoing staff development options for certificated and classified staff to ensure a quality program through the use of District, County Office of Education trainers, and consultants.

*To encourage participation and involvement of parents in the education of their children.*

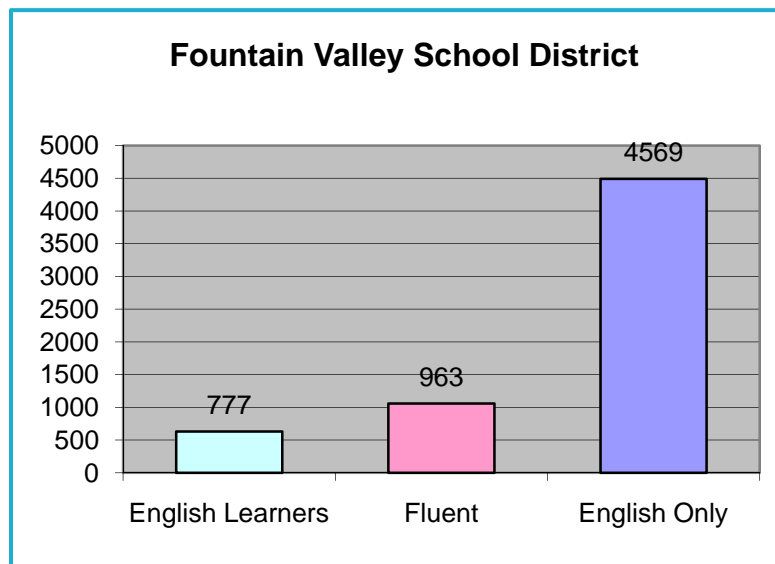
- Establish clear communication channels between the District, home, and community.
- Provide parents with oral interpretation and written translation to ensure equal access of information according to state guidelines.
- Provide bilingual parents opportunities to become involved in school committees such as School Site Council, Parent/Teacher Association, and the English Language Advisory Committee.
- Encourage bilingual parents to attend adult education through the Community Based English Tutoring Program (CBET).



English Proficiency Summary 2010-2011 (February 8, 2011)											
School	Total Students	EOs		ELs		R-FEPs		I-FEPs		Primary Language Other Than English (ELs, R-FEPs, I-FEPs)	
		#	%	#	%	#	%	#	%	#	%
Courreges	632	493	78%	55	9%	58	9%	25	4%	138	22%
Cox	758	462	61%	190	25%	55	7%	52	7%	297	39%
Fulton	826	629	76%	32	4%	118	14%	47	6%	197	24%
Gisler	532	445	83%	53	10%	17	3%	19	4%	89	17%
Masuda	867	514	59%	102	12%	189	22%	62	7%	353	41%
Moiola	447	326	73%	56	13%	43	10%	22	5%	121	27%
Newland	350	327	94%	9	3%	10	3%	3	1%	22	6%
Oka	378	296	78%	46	12%	22	6%	14	4%	82	22%
Plavan	474	286	60%	112	24%	47	10%	29	6%	188	40%
Talbert	558	480	86%	15	3%	46	8%	16	3%	77	14%
Tamura	487	311	64%	107	22%	41	8%	28	6%	176	36%
<b>Total</b>	<b>6,309</b>	<b>4,569</b>	<b>72%</b>	<b>777</b>	<b>12%</b>	<b>646</b>	<b>10%</b>	<b>317</b>	<b>5%</b>	<b>1,740</b>	<b>28%</b>

## Fountain Valley School District CSIS Language Census Report (R-30): Spring 2011

<b>Total Number of Students</b>	<b>6,309</b>
• <b>Total English Learners (EL)</b>	<b>777 (12%)</b>
• <b>Total Fluent Students (FEP)</b>	<b>963 (15%)</b>
• <b>Total English-Only Students (EO)</b>	<b>4,569 (72%)</b>



### Languages

• EL Students – Vietnamese	<b>62%</b>
• EL Students – Spanish	<b>19%</b>
• EL students – Other Languages	<b>19%</b>

### Instructional Settings

• Structured English Immersion (CELDT I, II, III)	<b>20%</b>
• English Mainstream w/Appropriate Support (CELDT IV,V)	<b>80%</b>

**Students Reclassified 3/10-3/11 (R-FEP)** **128**

**# Authorized Teachers Working with English Learners** **215**

Fountain Valley School District  
**BUSINESS SERVICES DIVISION**  
ASB/S10-11 – 16

M E M O R A N D U M

TO: Marc Ecker, Superintendent  
FROM: Stephen McMahon, Assistant Superintendent, Business Services  
DATE: March 29, 2011  
SUBJECT: **APPROVE RESOLUTION 2011-28 – PUBLIC ENTITY RESOLUTION  
AND CONTRACT FOR DEPOSIT OF MONEYS WITH UNION BANK**

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**BACKGROUND**

The Trust Fund for Fountain Valley School District is held by Union Bank (“The Bank”). The Bank requires all accounts to be fully collateralized as they are public funds accounts. The Bank is subject to audit and is required to have a both a Public Entity Resolution and a Contract for Deposit of Moneys on file as approved by the Fountain Valley School District Board of Trustees. These signed forms on file at The Bank indicate that these are public funds accounts and ensure that the funds are fully protected.

**RECOMMENDATION**

It is recommended that the Board of Trustees approve **RESOLUTION 2011-28** and the Contract for Deposit of Moneys and authorize the Superintendent or his designee to sign all documents.

cl



**PUBLIC ENTITY RESOLUTION**

**RESOLUTION #2011-28**

California Government Code 53679 stipulates that money not under control of the treasurer but belonging to a local agency and under the control of any of its officers or employees other than the treasurer may deposit funds as active deposits or inactive deposits.

For deposits in excess of the amount insured under any federal law, a contract in accordance with Section 53649 is required.

It is resolved that the officer now or subsequently holding the position of

Assistant Superintendent, Business Services	(Title)	Fountain Valley School District	(Public Entity)
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is authorized by the Governing Board under California Government Code 53649 to enter into any contract with Union Bank, N.A. relating to any deposit, which in his or her judgment is to the public advantage. Contracting requirements could include:

- Establish bank accounts and services.
- Sign, or change in writing, agreements with the Bank regarding the Public Entity's bank deposit relationship.
- Specify in writing to the Bank the individuals who are authorized in the name of and on behalf of the Public Entity to:
  - Withdraw funds from any of the Public Entity's banking accounts on the Public Entity's checks or orders.
  - Endorse and deliver to the Bank, for any purposes, and in any amount, negotiable or non-negotiable items of any kind, and owned by, or held by, or payable to the Public Entity.
  - Send, review, and/or authorize wire and electronic transfers of funds from the Public Entity accounts. Such authority may be exercised by such authorized individual acting alone, regardless of any multiple signature requirements otherwise applicable to the accounts.
  - Otherwise access the Public Entity's deposit accounts.

This authority has been granted by the Governing Board and shall remain in effect until the Bank receives written notice of revocation at the Office where the Public Entity's banking relationship is maintained.

<b>CERTIFICATION</b>
----------------------

I, Christine Allcorn, Clerk/Secretary to the Governing Board of the above referenced Public Entity, do hereby certify that the foregoing is a full, true, and correct copy of a resolution passed by the Governing Board

on April 7 (Month and date) of 2011 (Year), and the resolution has not been revoked or amended.

CLERK/SECRETARY TO THE GOVERNING BOARD	SIGNATURE	DATE
	X	





BANK FILE NUMBER	TREASURER FILE NUMBER
AGENT OF BANK FILE NUMBER	AUDITOR NUMBER

## CONTRACT FOR DEPOSIT OF MONEYS

THIS CONTRACT, relating to the deposit of moneys, is made as of the \_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_, between \_\_\_\_\_ (“Treasurer”), acting in his or her official capacity as \_\_\_\_\_ of \_\_\_\_\_ (“Depositor”), and Union Bank, N.A. (“Bank”), as depository and having a shareholder’s equity of \_\_\_\_\_ on \_\_\_\_\_.

The Treasurer proposes to deposit in the Bank from time to time moneys in his or her custody in an aggregate amount on deposit at any one time not to exceed the total shareholder’s equity of the Bank and said moneys will be deposited subject to Title 5, Division 2, Part 1, Chapter 4, Article 2 (commencing with Section 53630) of the Government Code of the State of California.

The Government Code requires the Treasurer to enter into a contract setting forth the conditions upon which said moneys are deposited with the Bank.

In the judgment of the Treasurer, this contract is to the public advantage.

The parties agree as follows:

1. This contract cancels and supersedes any previous contracts between the Treasurer and the Bank relating to the method of collateralization of Depositor's deposits.
2. This contract, but not deposits then held hereunder, is subject to termination by the Treasurer or the Bank at any time upon 30 days' written notice. Deposits may be withdrawn in accordance with the agreement of the parties and applicable federal and state statutes, rules and regulations. This contract is subject to modification or termination upon enactment of any statute, rule, or regulation, state or federal, which, in the opinion of the Administrator of Local Agency Security of the State of California (the “Administrator”), is inconsistent herewith, including any change relative to the payment of interest upon moneys so deposited by the Treasurer. Upon notice to the Treasurer from the Administrator that the Bank failed to pay assessments, fines or penalties assessed by the Administrator, the Treasurer may withdraw Depositor's deposits from the Bank. Upon notice to the Treasurer from the Administrator that the Bank failed to pay fines or penalties assessed by the Administrator, the Treasurer may immediately withdraw authorization for the placement of pooled securities with the Agent of the Bank.
3. Interest shall accrue on any moneys so deposited as permitted by any act of the Congress of the United States or by any rule or regulation of any department or agency of the federal government. If interest may legally be paid on the account into which the moneys are deposited, then all moneys deposited shall bear interest at a rate agreed upon by the Treasurer and the Bank.
4. The Bank shall issue to the Treasurer for each inactive deposit a receipt or other evidence of deposit on a form agreed to by the Bank and the Treasurer, stating, when required, the interest to be paid, if any, the duration of the deposit, the frequency of interest payments, if any, and the terms of withdrawal. Each such form is by reference made a part of this contract.
5. The Bank will maintain at all times with the Agent of the Bank as security for Depositor's deposits (a) eligible securities of the classes described in Government Code Section 53651, except subdivisions (m) and (p), having a market value at least 10% in excess of the total amount of deposits secured by those securities, (b) eligible securities of the class described in subdivision (m) of Government Code Section 53651 having a market value at least 50% in excess of the total amount of deposits secured by those securities and (c) eligible securities of the class described in subdivision (p) of Government Code Section 53651 having a market value of at least 5% in excess of the total amount of deposits secured by those securities. If the Administrator determines that a security is not qualified to secure public deposits, the Bank will substitute other securities to comply with the requirements of this paragraph.
6. Eligible securities are those listed in Government Code Section 53651.
7. The Treasurer hereby waives security for that portion of the total amount on deposit which is insured pursuant to federal law.
8. The Agent of the Bank, which the Treasurer and the Bank hereby authorize to hold the eligible securities posted as collateral under this contract, is the Trust Department of the Bank. The Agent of the Bank has filed with the Administrator an agreement to comply in all respects with all provisions of the Local Agency Deposit Security Law as set forth in the Government Code and Local Agency Deposit Security Regulations.
9. Authority for placement of securities for safekeeping in accordance with Government Code Section 53659 is hereby granted to the Agent of the Bank, including placement with any Federal Reserve Banks or branches thereof, and the following banks or trust companies, other than the Bank:  
  - Depository Trust Company, New York, New York;
  - Citibank, New York, New York



10. If the Bank fails to pay all of any moneys on deposit of the Depositor which are subject to this contract when ordered to do so in accordance with the terms of withdrawal set forth on the deposit receipt (which is by reference made a part hereof), the Treasurer will immediately notify, in writing, the Administrator. Action of the Administrator in converting the collateral required by paragraph 5 above for the benefit of the Depositor is governed by Government Code Section 53665.

11. The Bank may add, substitute or withdraw eligible securities being used as security for deposits made hereunder in accordance with Government Code Section 53654, provided the requirements of paragraph 5 above are met. The Bank shall not interchange classes of security (as defined in Government Code Section 53632.5) without the prior written approval of the Treasurer.

12. The Bank shall have and hereby reserves the right to collect the interest on the securities except in cases where the securities are liable to sale or are sold or converted in accordance with the provision of Government Code Section 53665.

13. The Bank will pay all expenses incurred in transporting eligible securities maintained as collateral for moneys on deposit to and from the Agent of the Bank. The Depositor will pay (or promptly reimburse

the Bank for or otherwise compensate the Bank for) all expenses incurred in transporting all moneys deposited with the Bank to and from the Treasurer's office. The Depositor will pay the Bank (or otherwise compensate the Bank for) the fees and charges stated in the Bank's then current Schedule of Fees (unless the Bank and the Treasurer otherwise agree) for handling, collecting and paying all checks, drafts and other exchange or securities according to the Bank's normal practices.

14. This contract, the parties hereto, and all deposits governed by this contract shall be subject in all respects to Title 5, Division 2, Part 1, Chapter 4, Article 2 (commencing with Section 53630) of the Government Code of the State of California, and of all other state and federal laws, statutes, rules and regulations applicable to such deposits, whether now in force or hereafter enacted or promulgated, all of which are by this reference made a part hereof.

IN WITNESS WHEREOF, the Treasurer in his or her official capacity has signed this contract in quadruplicate and the Bank has caused this contract to be executed in like number by its duly authorized officer.

**UNION BANK, N.A.**

\_\_\_\_\_  
1. (NAME OF LOCAL AGENCY)

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
\_\_\_\_\_

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
\_\_\_\_\_



# FOUNTAIN VALLEY SCHOOL DISTRICT

## CATEGORICAL/TECHNOLOGY MEMORANDUM

**TO:** Rosemary Eadie, Deputy Superintendent, Instruction/Personnel

**FROM:** Patricia Minnesang, Director, Categorical Programs/Technology

**DATE:** March 29, 2011

**SUBJECT:** **Altaware, Inc.**

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### **Background**

Provide professional services for up to 5 hours of on-site consulting or support and configuration review of the Juniper Networks security appliance. This will be done in two phases, initial phase to replace existing Borderware firewall. Second phase to replace existing Cisco 2811 router. All services will be completed by June 16, 2011.

### **Recommendation**

Approve the services of Altaware, Inc. to upgrade the District's network security appliance for the 2010-2011 school year.

PM/bb



## Request For Board Approval: CONSULTANT

All requests must be received ten (10) days prior to Board meetings which are held on the 1<sup>st</sup> and 3<sup>rd</sup> Thursday of each month.

**NAME OF CONSULTANT:** Altaware, Inc.  
**ADDRESS:** 26440 La Alameda #350, Mission Viejo, CA 92691  
**AMOUNT OF PAYMENT:** \$975.00      **DATE(S) OF SERVICE:** To be Completed by 6/19/11  
**BUDGET NUMBER:** 0121090785899  
**PROGRAM:** Technology

**LOCATION ASSIGNMENT & DESCRIPTION OF SERVICES AND RELATIONSHIP TO THE INSTRUCTIONAL PROGRAM:**

*Up to 5 hours of on-site consulting or support and configuration review of the Juniper Networks SRX240H. This will be done in two phases, initial phase to replace existing Borderware firewall. Second phase to replace existing Cisco 2811 router. Configuration will consist of three interfaces: trust, untrust, and DMZ with no VPNs. Quote #AWHQ4114*

<p><b>DATE OF BOARD APPROVAL:</b></p>
---------------------------------------

*Distribution:  
Originator -- Sign form. Retain copy & send copy to Instruction or Personnel.*



# FOUNTAIN VALLEY SCHOOL DISTRICT

10055 Slater Avenue • Fountain Valley, CA 92708 • (714)843-3200 • www.fvsd.k12.ca.us

Board Approval Date  
April 7, 2011

## Memorandum

**TO:** Rosemary Eadie, Deputy Superintendent, Instruction/Personnel Administration

**FROM:** Patricia Minnesang, Director, Categorical Programs/Technology

**DATE:** March 23, 2011

**SUBJECT:** **2009-2010 Program Effectiveness Results**

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### Background

The data in the Program Effectiveness Results for the school year 2009-2010 were tabulated and completed in the fall of this year. In addition, some of the annual data for English Learners became available in March, 2011, and this is reflected in the report. Attached is the summary document to maintain compliance with the Categorical Program Monitoring (CPM) statutes.

The Program Effectiveness Report includes the following process activities:

1. At the school site level, the School Site Council and school staff, under the direction of the principal, shall annually review all student achievement data in the Single Plan for Student Achievement, the School Accountability Report Card (SARC), and the Academic Performance Index (API).
2. Additional achievement data shall be reviewed and reported annually which specifically addresses these Categorical Programs: English Learners and Title I Reading Clinic.

A complete tabulation by school and District is available for review in the Categorical Programs Office. Each principal will receive a site copy for review with staff and placement in the CPM files.

### Recommendation:

It is recommended that the 2009-2010 Program Effectiveness Results be approved by the Board of Trustees.

PM/dp  
Attachments

**PROGRAM EFFECTIVENESS RESULTS  
2009-2010 School Year**

**PROFILE OF ENGLISH LEARNERS**

**Major Language Groups**

Thirty-two language groups were represented among the District’s English learners in the 2009-10 school year. According to the March 1, 2010 R-30 Language Census, the number of identified English learners in the District was 630 or 10.1% of the total enrollment of 6,255. Of these English learners, 357 spoke Vietnamese (after reclassification) as their primary language, comprising 56.6% of the total English learners. Approximately 21.9% (138) were Spanish speakers, 4.6% (29) were Chinese, 3.7% (23) were Korean, and other languages comprised 13.1% (83).

The major language groups continue to be Vietnamese, Spanish, Chinese (Mandarin/Cantonese), and Korean. Vietnamese has shown an increase from 2008-09 of 5.2%, whereas Spanish has decreased 5.1%. Korean, Chinese, and the total number of language groups classified as “other” remain within 2% of 2008-09 levels.

Language	2010 # of ELs	2010 % of ELs	2009 # of ELs	2009 % of ELs
<b>Vietnamese</b>	357	56.7%	250	51.5%
<b>Spanish</b>	138	21.9%	131	27%
<b>Chinese</b> (Mandarin/Cantonese/ Taiwanese, Chaozhou)	29	4.6%	27	5.6%
<b>Korean</b>	23	3.7%	19	3.9%
<b>Other</b>	83	13.1%	58	11.9%
<b>Total</b>	630	100%	485	100%

**Instructional Services**

According to the March 1, 2010 R-30 Language Census Report, 125 students were enrolled in a Structured English Immersion Program setting and 483 enrolled in the English Mainstream program.

**PROGRAM EFFECTIVENESS RESULTS  
2009-2010 School Year**

<b>Instructional Setting/Services</b>	<b># of ELs</b>	<b>% of ELs</b>
<b>English Mainstream</b>	483	76.7%
<b>Structured English Immersion</b>	125	19.8%
<b>Other Instructional Services</b>	22	3.5%
<b>Total LEP Students Served</b>	630	100%

In addition, 1 English learner was placed in mainstream classes due to parent request.

**Language Fluency**

According to the District's database, the majority of students in the District were English speakers. English learners comprised 10.1%, while reclassified students (R-FEP) represented 11.4% of the EL student population.

<b>Language Fluency (2009-10)</b>	<b>#</b>
<b>Total Enrolled</b>	6,255
<b>Initial Fluent English Proficient (I-FEP)</b>	65
<b>Reclassified Fluent Proficient (R-FEP)</b>	72
<b>English Learner (EL) (including R-FEPs)</b>	702

**PROGRAM EFFECTIVENESS RESULTS  
2009-2010 School Year**

**Enrollment by Time in District (prior to Reclassification to R-FEP)**

The distribution of English learners by time in the District (March, 2010) is shown below.

Grade	K	1	2	3	4	5	6	7	8	Total	As %
<b>Number</b>	134	108	102	79	87	58	45	45	43	701	100%
<b>1 year or less</b>	128	27	23	12	25	16	43	16	15	305	44%
<b>2 years or less</b>	6	77	17	14	14	8	1	28	10	175	25%
<b>3 years or less</b>	0	4	62	11	8	3	0	0	18	106	15%
<b>4 years or less</b>				39	8	5	1	0	0	53	8%
<b>5 years or less</b>				3	31	3	0	1	0	38	5%
<b>&gt; 5 years</b>					1	23	0	0	0	24	3%

*Source: Eagle student database, March, 2010*

**Certain English learner data for 2010-2011 became available in March, 2011. The distribution of English learners by time in the District (March, 2011) is shown below.**

Grade	K	1	2	3	4	5	6	7	8	Total	As %
<b>Number</b>	114	144	109	112	52	89	60	46	51	777	100%
<b>1 year or less</b>	111	8	2	4	1	4	2	4	7	143	18%
<b>2 years or less</b>	3	128	10	1	2	6	3	3	2	158	20%
<b>3 years or less</b>	0	8	87	10	2	8	4	2	1	122	16%
<b>4 years or less</b>			10	94	4	9	3	5	0	125	16%
<b>5 years or less</b>				3	38	7	3	3	1	55	5%
<b>&gt; 5 years</b>					5	55	45	29	40	174	22%

*Source: Eagle student database, March, 2011*

**PROGRAM EFFECTIVENESS RESULTS  
2009-2010 School Year**

**Gains in Language Proficiency**

**Reclassification to FEP Status (R-FEP) \***

The District's reclassification rate for 2009-10 was 10.3%. Reclassification data for 2010-11 is also available as of March, 2011, and shows a reclassification rate of 16%.

Year	# of R-FEP	# of EL	Reclassification Rate	Orange County Rate	California Rate
2010-11	128	777	16%	N/A	N/A
2009-10	72	702	10.3%	11.2%	8.4%
2008-09	249	734	34%	9.7%	9.6%
2007-08	207	883	23.4%	7.9%	9.6%

*Source: March R-30, 2011, 2010, 2009, 2008*

\*The discrepancy between R-30 Census Reclassification count and the count of students reclassified during the 2009-10 school year is due to the fact that the 2010 R-30 counts reclassifications dated from 3/1/09 to 2/28/10 and the 2009-10 school year counts reclassifications dated from 7/1/09 to 6/30/10. This discrepancy also exists in 2010-11.

**Profile of R-FEPs**

During the 2009-10 school year, 72 EL students were reclassified to proficient status.\* Only 4% were in the District more than 6 years before being reclassified. The distribution of the R-FEPs who achieved full proficiency during 2009-10 by time in the District is reflected in the following chart:

**PROGRAM EFFECTIVENESS RESULTS  
2009-2010 School Year**

Language:	Vietnamese	Spanish	Chinese	Korean	Other	Total	Total as %
1 year	2	1	2	0	1	6	8%
2 years	23	1	4	1	1	30	42%
3 years	5	1	0	2	0	8	11%
4 years	10	4	1	0	0	15	21%
5 years	3	1	0	2	0	6	8%
6 years	2	1	1	0	0	4	6%
7 years					1	1	1%
8 years					2	2	3%
<b>TOTAL</b>	45	9	8	5	5	72	100%
<b>% of 2009-10 R-FEP ONLY</b>	63%	12%	11%	7%	7%		

The percentage in each language group of reclassified students during 2009-10 varies from each language group's representative percentage of all students (both EL, I-FEP, and R-FEP) recorded in the 2009-10 school year.

\*The discrepancy between R-30 Census Reclassification count and the count of students reclassified during the 2009-10 school year is due to the fact that the 2010 R-30 counts reclassifications dated from 3/1/09 to 2/28/10 and the 2009-10 school year counts reclassifications dated from 7/1/09 to 6/30/10. This discrepancy also exists in 2010-11.

**During the 2010-11 school year, 128 EL students were reclassified to proficient status.\* 15% were in the District more than 6 years before being reclassified. The distribution of the R-FEPs who achieved full proficiency during 2010-11 by time in the District is reflected in the following chart:**

Language:	Vietnamese	Spanish	Chinese	Korean	Other	Total	Total as %
1 year	4	2	1	1	1	9	7%
2 years	10	1	0	0	0	11	9%
3 years	30	5	2	2	1	40	31%
4 years	8	3	2	0	2	15	12%
5 years	19	3	1	0	1	24	19%
6 years	5	4	1	0	0	10	8%
7 years	5	2	1	2	0	10	8%
8 years	7	0	0	0	2	9	7%
<b>TOTAL</b>	88	20	8	5	7	128	100%
<b>% of 2010-11 R-FEP ONLY</b>	69%	16%	6%	4%	5%		

**PROGRAM EFFECTIVENESS RESULTS  
2009-2010 School Year**

The following chart shows the time in EL status for all R-FEPs in the District during 2009-10 who were redesignated to proficient.

Language:	Vietnamese	Spanish	Chinese	Korean	Other	Total	Total as %
1 year	36	8	6	2	11	63	9%
2 years	68	14	17	6	17	122	17%
3 years	118	16	11	5	16	166	22%
4 years	132	15	18	4	26	195	26%
5 years	51	20	6	4	10	91	12%
6 years	38	16	8	2	2	66	9%
7 years	13	9	1	0	1	24	3%
8 years	5	4	0	0	3	12	2%
<b>TOTAL</b>	461	102	67	23	86	739	100%
<b>% of R-FE during 2009-10</b>	10%	9%	12%	22%	6%		

Time in EL status for all R-FEPs in the District during 2010-11 who were redesignated to proficient is shown in the following chart:

Language:	Vietnamese	Spanish	Chinese	Korean	Other	Total	Total as %
1 year	75	12	14	5	18	124	16%
2 years	90	10	15	3	18	136	17%
3 years	145	23	14	6	17	205	26%
4 years	106	17	12	3	21	159	20%
5 years	66	22	6	1	10	105	13%
6 years	23	13	4	1	2	43	5%
7 years	5	4	1	2	0	12	2%
8 years	7	0	0	0	2	9	1%
<b>TOTAL</b>	517	101	66	21	88	793	100%
<b>% of R-FE during 2010-11</b>	65%	13%	8%	3%	11%		



## **PROGRAM EFFECTIVENESS RESULTS 2009-2010 School Year**

### **Annual CELDT Results**

The most recent administration of annual CELDT results (fall 2009) are reflected. The fall 2009 table of results is appended to this report. Once the fall 2010 results are known, the report will be updated and submitted.

### **NCLB AMAOs**

*No Child Left Behind* regulations hold all public school districts accountable for meeting goals which are called Annual Measurable Achievement Objectives (AMAO). There are three (See pages 9-11 of this report.).

### **Academic Achievement of English Learners**

Academic gains of English learners are measured annually by their performance level scores on the California Standards Tests (CST) in English Language Arts, Mathematics, Science, and Social Studies.

To redesignate an English learner to Fluent English Proficient, we use the information from the English Language Arts performance level score. We also use this measure to check on the success of the program of English Language Development (ELD).

AMAO3 (See page 9) is the NCLB goal for public school district which measures both the participation rate of English learners in the “regular” standards-based academic achievement tests for English Language Arts and Math, the CST and the percent proficient of current and former (the group includes students reclassified to Fluent English Proficient for two additional years past the reclassification date) English learners.

For the 2009-10 school year, FVSD met both the participation criteria and the proficient rate criteria set by NCLB.

### **Conclusion and Program Modification Plan for 2010-11, Including Summer, 2010**

The District’s goals for English learners are that they acquire full proficiency in English and perform at grade level within 5 years of program participation. While the District’s programs help the majority of English learners to meet that goal, we still have students who are not achieving redesignation to English proficient status within this time frame. The District data demonstrates that 3% of English learners in grades 4 and 5 have been English learners for more than 5 years as of 9/1/2010. This is an improvement over 2009-10, when 11% of English learners in grades 4 through 8 had been in the program greater than 5 years. We must, however, address the learning gaps of these students not redesignated within 5 years. The District will involve instructional staff in the examination of areas in which these English learners have not met the goals and improve instructional practice so that all English learners will achieve full proficiency within that time frame.

**PROGRAM EFFECTIVENESS RESULTS**  
**2009-2010 School Year**

The following objectives have been established:

1. Staff will share this report with EL lead teachers, principals, and DELAC members to inform their decision making.
  - a. Further analysis of ELA histories (diagnosed learning needs, attendance rate, first language literacy, participation in established instructional interventions, etc.) of the cohort groups from 2007-2010 not meeting the District's goal will be conducted to determine if there is a common possible cause for the barrier to meeting the goal.
  - b. That analysis, with some suggestions for direct intervention supported by strategies to overcome the barriers to proficiency, will be published and disseminated by November 1, 2010.
2. Staff will analyze the 2009-10 (and previous) programs of instruction offered to English learners at the intermediate and early advanced level of proficiency in each school. Staff will consider:
  - a. The elements of ELD curriculum being executed at each school,
  - b. The certification of staff members implementing ELD and SDAIE versions of the content areas,
  - c. The availability of additional supplemental (i.e., before and after school) services to English learners and their participation rates,
  - d. Cohort analysis of the fall, 2007 to fall, 2010 CELDT data,
  - e. An action plan for staff development activities designed to address EL students' needs.
3. EL staff will evaluate additional supplemental materials and plan for staff training to incorporate them into the instruction of grades K-8 EL students.
4. Results will be shared with the District-level English Learner Advisory Committee in March, 2011.
5. By January, 2011, K-5 staff will be retrained on how to use the newly developed ELD benchmark assessments for EL students.
6. K-5 EL students needing alternative assessments will take benchmark tests a minimum of three times during the school year (once at the end of each trimester).
7. K-5 classroom EL teachers will maintain alternative records to be collected at the end of the school year for the summary reporting period.

**PROGRAM EFFECTIVENESS RESULTS  
2009-2010 School Year**

**CELDT**

Criterion:

Title III of the *No Child Left Behind (NCLB) Act of 2001* provides supplemental funding to local educational agencies to implement programs designed to help English learners attain English proficiency and meet the state’s academic content standards. Title III requires the following:

- Establish English language proficiency standards.
- Conduct an annual assessment of English language proficiency.
- Define two annual measurable achievement objectives (AMAOs) for increasing the percentage of EL students’ developing and attaining English proficiency.
- Include a third AMAO relating to meeting Adequate Yearly Progress (AYP) for the EL subgroup at the LEA level.
- Hold LEAs accountable for meeting the three AMAOs (NCLB Section 3122).

**Title III AMAOs**

An AMAO is a performance objective, or target, that LEAs receiving Title III subgrants must meet each year for its ELs. All LEAs receiving a Title III subgrant are required to meet the two English language proficiency AMAOs and a third academic achievement AMAO based on AYP information. Both English language proficiency AMAOs are calculated based on data from the California English Language Development Test (CELDT).

A student is defined as English proficient on the CELDT if both of the following are met

**English Proficient Level on CELDT**

Overall proficiency level score of Early Advanced or Advanced
AND
Each skill area proficiency score at the Intermediate level or above

Students are considered for reclassification when they are at the English proficient level on the CELDT; however, scoring English proficient on the CELDT is not sufficient for reclassification. When reclassification decisions are made, information on CST, local District Benchmarks, teacher evaluation, and parent consultation are also considered.

**AMAO 1 – Percent of ELs Making Annual Progress in Learning English**

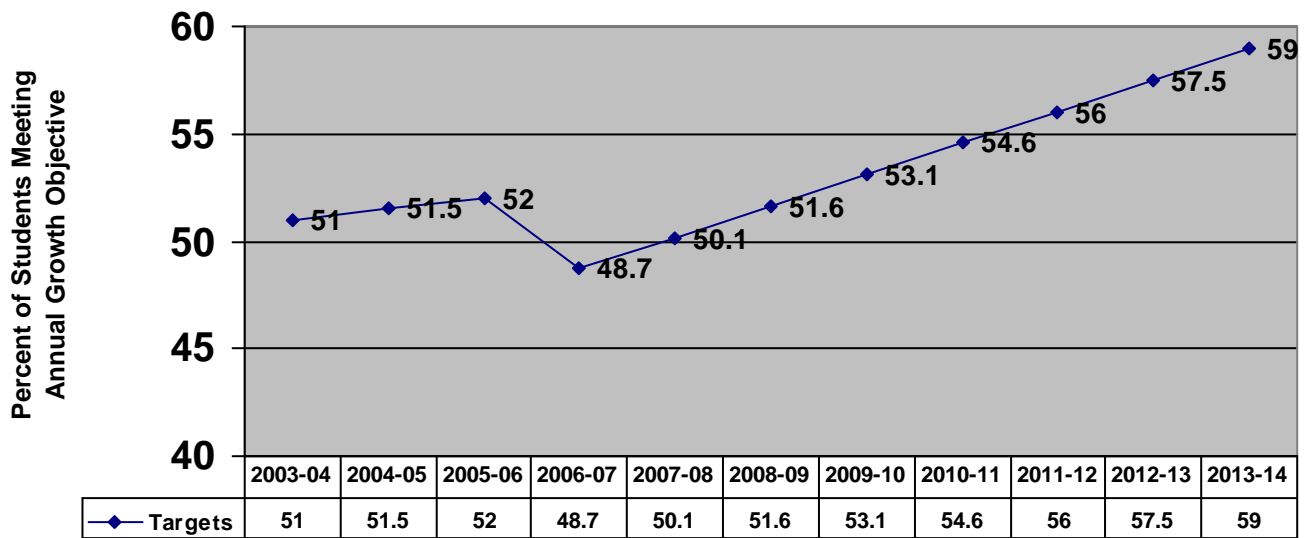
AMAO 1 calculates the percentage of ELs making annual progress on the CELDT. There are three ways for ELs to meet the annual growth target on CELDT depending upon what level they

**PROGRAM EFFECTIVENESS RESULTS  
2009-2010 School Year**

were at on the previous CELDT. Those at the Beginning, Early Intermediate, and Intermediate levels are expected to gain one proficiency level. Those at the Early Advanced or Advanced level who are not yet English proficient are expected to achieve the English proficient level on CELDT. Those at the English proficient level are expected to maintain that level.

The percent of annual testers within each LEA that are expected to meet the annual growth target each year are shown in the figure below. The starting point for 2003-04 was set using a process similar to setting the starting point for Title I AYP. Using this process, 51 percent of students within each LEA were expected to meet the annual growth target. Based on baseline data from 2001 and 2002 CELDT results, approximately 80 percent of LEAs would meet this target. The ending target was set at the 75<sup>th</sup> percentile of the LEA distribution.

**Figure 1. AMAO 1 Targets for 2003-04 to 2013-14**



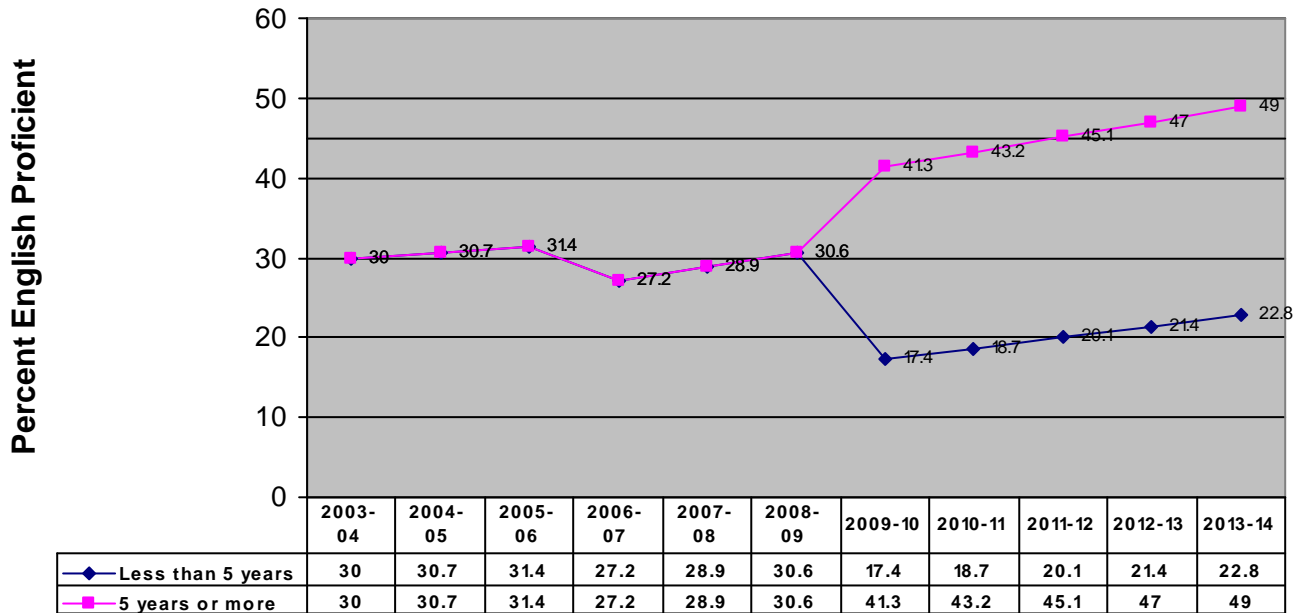
**AMAO 2 – Percent of ELs Attaining English Proficiency on CELDT**

The AMAO 2 measures the extent to which ELs are attaining the English proficient level on the CELDT at a given point in time. In California, two cohorts have been established for the AMAO 2: (1) ELs who have been in language instruction educational programs for less than 5 years and (2) ELs who have been in language instruction educational programs for five years or more.

In May 2010, the SBE approved new targets for the AMAO 2 for 2009–10 to 2013–14. Title III subgrantees need to meet the targets for both cohorts in order to meet the AMAO 2. Figure 2 presents the new targets for the two cohorts.

**PROGRAM EFFECTIVENESS RESULTS  
2009-2010 School Year**

**Figure 2. AMAO 2 Targets 2003-04 to 2013-14**



**AMAO 3 – Meeting AYP Requirements for the EL Subgroup at the LEA or Consortium Level**

AMAO 3 holds the Title III LEAs and consortia accountable for meeting targets for the EL subgroup that are required of all LEAs, schools, and subgroups under ESEA. The academic achievement targets specify the percent of ELs who must score at the proficient or advanced level in English-language arts (ELA) and mathematics on the state assessments used to determine AYP.

**2010 AYP Targets for the EL Subgroup**

Type of LEA	Targets		
	Participation Rate ELA and Mathematics	Percent Proficient ELA	Percent Proficient Mathematics
Elementary districts, charter elementary schools, and charter middle schools	95.0%	56.8%	58.0%

**PROGRAM EFFECTIVENESS RESULTS  
2009-2010 School Year**

In order to meet the AMAO 3, LEAs or consortia must meet the 2010 AYP participation rate and percent proficient targets in ELA and mathematics for the EL subgroup. Safe harbor is one of the alternative methods approved by the ED for meeting the AYP targets. The safe harbor calculations for the EL subgroups that are used in AYP reports are also applied to the AMAO 3.

**Consequences of Not Meeting the AMAOs**

If an LEA does not meet one or more of the three AMAOs in any year, it must:

- Inform the parents of ELs that the LEA has not met the AMAOs.

This notification should be provided within 30 days of the public release of the Title III Accountability Reports. A sample parent notification letter is available in English and Spanish on the Title III Accountability Web site at <http://www.cde.ca.gov/sp/el/t3/acct.asp>.

If an LEA fails to meet the AMAOs for two consecutive years (2008-09 and 2009-10), it must also:

- Develop an improvement plan addendum that will ensure that the AMAOs are met.

Fountain Valley School District has met the state's Annual Measurable Objectives for three consecutive years, 2007-08, 2008-09, and 2009-10.

**AMA0 1 – Percent of ELs Making Annual Progress in Learning English**

**2009-2010**

Number of 2009 Annual CELDT Takers	525
Number/Percent with Required Prior CELDT Scores	524/99.8%
Number in Cohort Meeting Annual Growth Target	417
Percent Meeting AMAO 1 in LEA	79.6%
2009-2010 Target	53.1%
<b>Met Target for AMAO 1</b>	<b>Yes</b>

**PROGRAM EFFECTIVENESS RESULTS  
2009-2010 School Year**

**AMAO 2 – Percent of ELs Attaining the English Proficient Level on the CELDT**

**Less than 5 Years Cohort**

Number of 2009-10 English Learners in Cohort	543
Number in Cohort Attaining the English Proficient Level	227
Percent in Cohort Attaining the English Proficient Level	41.8%
2009-2010 Target	17.4%
Cohort Met Target	<b>Yes</b>

**5 Years or More Cohort**

Number of 2009-10 English Learners in Cohort	135
Number in Cohort Attaining the English Proficient Level	109
Percent in Cohort Attaining the English Proficient Level	80.7%
2009-2010 Target	41.3%
Cohort Met Target	Yes

**Met Targets for AMAO 2**

**Yes**

**AMAO 3 – Adequate Yearly Progress for English Learner Subgroup at the LEA Level**

**English-Language Arts**

Met Participation Rate for English Learner Subgroup	Yes
Met Percent Proficient or Above for English Learner Subgroup	Yes

**Mathematics**

Met Participation Rate for English Learner Subgroup	Yes
Met Percent Proficient or Above for English Learner Subgroup	Yes

**Met Target for AMAO 3**

**Yes**

**AMAO 1 – Percent of Students Making Annual Progress in Learning English**

**2008-2009**

Number of 2008 Annual CELDT Takers	630
Number/Percent with Required Prior CELDT Scores	628/99.7%
Number in Cohort Meeting Annual Growth Target	487
Percent Meeting AMAO 1 in LEA	77.5%
2008-2009 Target	51.6%
<b>Met Target for AMAO 1</b>	<b>Yes</b>

**PROGRAM EFFECTIVENESS RESULTS  
2009-2010 School Year**

**AMAO 2 – Percent of Students Attaining English Proficiency on CELDT**

Number of 2008 Annual CELDT Takers in Cohort	314
Number in Cohort Attaining English Proficient Level	205
Percent Meeting AMAO 2 in LEA	65.3%
2008-2009 Target	30.6%
<b>Met target for AMAO 2</b>	<b>Yes</b>

**AMAO 3 – Adequate Yearly Progress for English Learner Subgroup at the LEA Level**

**English-Language Arts**

Met Participation Rate for English Learner Subgroup	Yes
Met Percent Proficient or Above for English Learner Subgroup	Yes

**Mathematics**

Met Participation Rate for English Learner Subgroup	Yes
Met Percent Proficient or Above for English Learner Subgroup	Yes

**Met Target for AMAO 3** **Yes**

**AMAO 1 – Percent of Students Making Annual Progress in Learning English**

**2007-2008**

Number of 2006 Annual CELDT Takers	746
Number/Percent with Required Prior CELDT Scores	741/99.3%
Number in Cohort Meeting Annual Growth Target	538
Percent Meeting AMAO 1 in LEA	72.6%
2007-2008 Target	50.1%
<b>Met Target for AMAO 1</b>	<b>Yes</b>

**AMAO 2 – Percent of Students Attaining English Proficiency on CELDT**

Number of 2007 Annual CELDT Takers in Cohort	365
Number in Cohort Attaining English Proficient Level	222
Percent Meeting AMAO 2 in LEA	60.8%
2007-2008 Target	28.9%
<b>Met target for AMAO 2</b>	<b>Yes</b>



## PROGRAM EFFECTIVENESS RESULTS 2009-2010 School Year

### AMAO 3 – Adequate Yearly Progress for English Learner Subgroup at the LEA Level

#### English-Language Arts

Met Participation Rate for English Learner Subgroup Yes

Met Percent Proficient or Above for English Learner Subgroup Yes

#### Mathematics

Met Participation Rate for English Learner Subgroup Yes

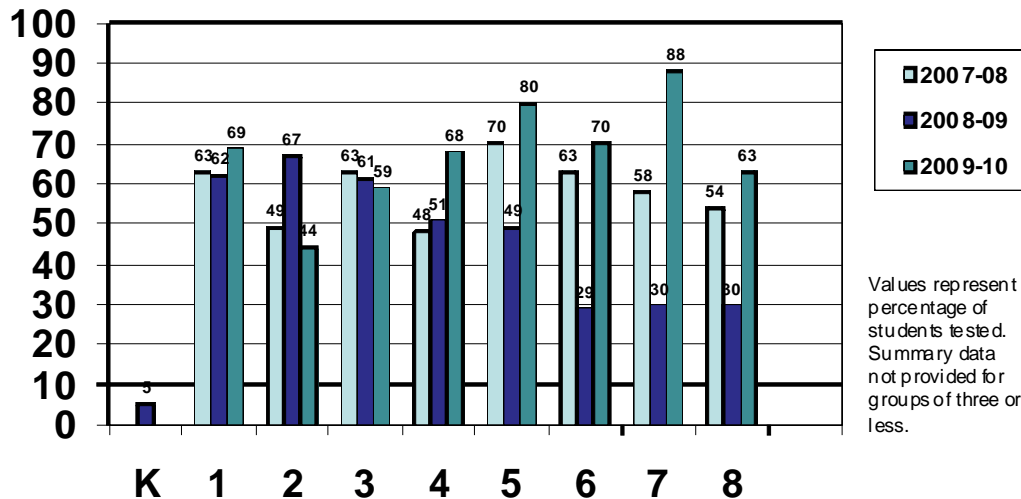
Met Percent Proficient or Above for English Learner Subgroup Yes

**Met Target for AMAO 3 Yes**

### Students Meeting State Board of Education Criterion for English Proficiency (AMAO 2)

#### Fountain Valley School District

Chart 1



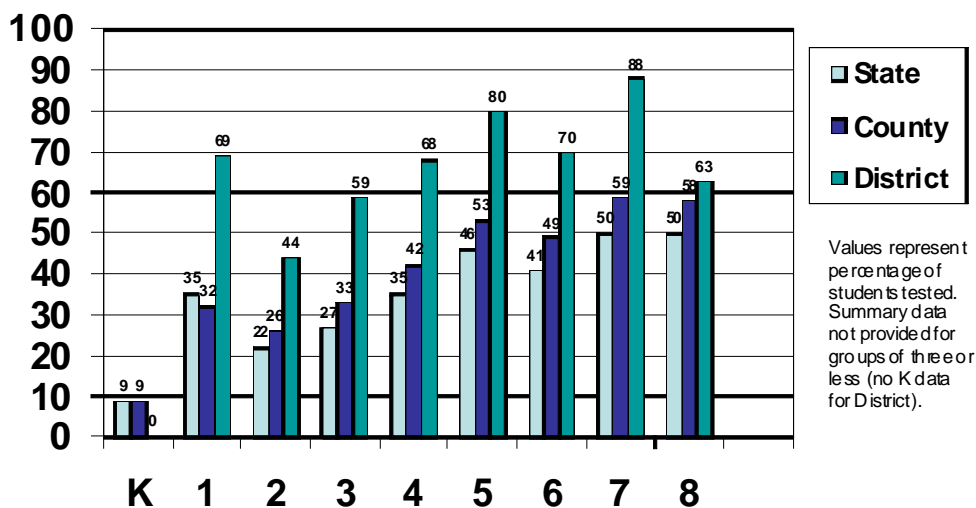
**PROGRAM EFFECTIVENESS RESULTS  
2009-2010 School Year**

**LONGITUDINAL VIEW OF AMAO 2 - ENGLISH PROFICIENCY  
CHARTS 2, 3, 4**

**Students Meeting State Board of Education  
Criterion for English Proficiency**

2009-2010

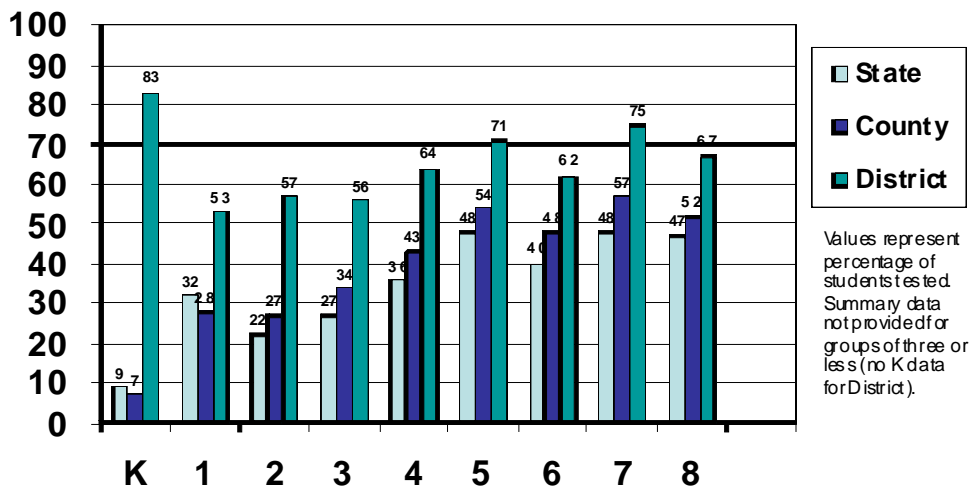
Chart 2



**Students Meeting State Board of Education  
Criterion for English Proficiency**

2008-2009

Chart 3

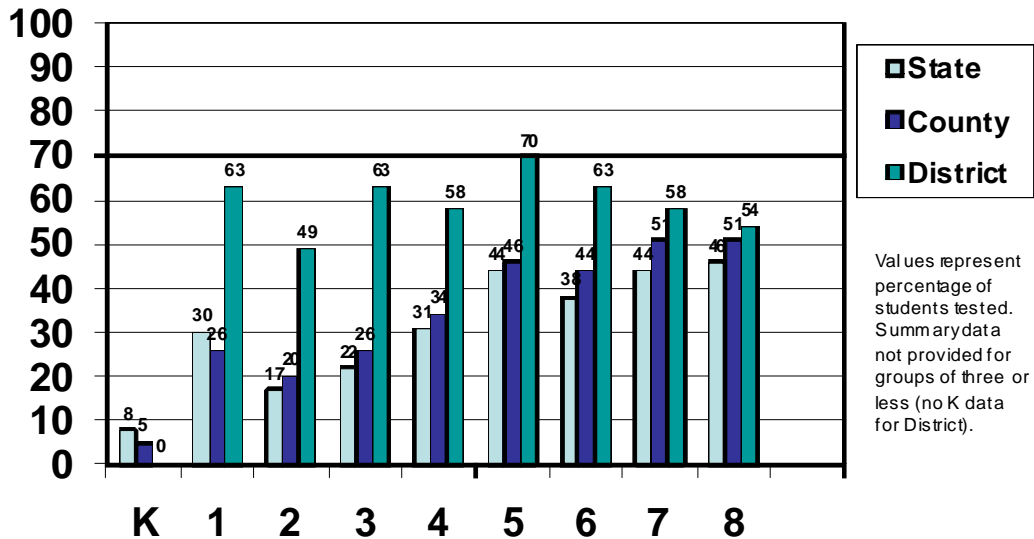


**PROGRAM EFFECTIVENESS RESULTS  
2009-2010 School Year**

**Students Meeting State Board of Education  
Criterion for English Proficiency**

2007-2008

Chart 4



**Conclusions**

By comparing the results of state, county, and Fountain Valley School District CELDT longitudinal analysis, the following conclusions can be made:

1. The percentage of English learners reaching proficiency by state and District standards is dissimilar at grades 1-8 to those of the state or county during the 2009-2010 school year. The District far exceeded the state and county gains (see Chart #2). Kindergarten proficiency is similar for state and District. This can be attributed to the fact that 2009-2010 was the first year the Reading and Writing raw scores (later equated to scale scores) were reported.
2. The number of Annual CELDT takers has decreased slightly from 2007-2008 (746) to 2009-2010 (526). Consequently, the following conditions exist:

**AMAO 1 (Annual Progress in Learning English)**

- The number of EL students with prior CELDT scores has decreased from 2007-2008 (741) to 2009-2010 (524), but the percentage has increased (99.3% in 2007-2008 to 99.8% in 2009-2010).

## **PROGRAM EFFECTIVENESS RESULTS**

### **2009-2010 School Year**

- The number of students in the cohort annual growth target is decreasing from 2007-2008 (538) to 2009-2010 (417).
- The percent meeting AMAO 1 in the District for 2009-2010 is 79.6%, which exceeds the state target growth of 53.1%.

#### **AMAO 2 (% Attaining Proficiency on CELDT)**

- The total number of annual CELDT takers in both cohorts (Less than 5 Years and 5 Years or More) has increased greatly from 2008-2009 (314) to 2009-2010 (678). For AMAO 2, the number of annual CELDT takers is now divided into 2 groups:

#### **Less than 5 Years Cohort**

- The number of English learners in the cohort for 2009-2010 is 543.
- The number in the cohort attaining English proficiency is 227.
- The percent meeting AMAO 2 in the District is 41.8%, which exceeds the state growth target of 17.4%.

#### **5 Years or More Cohort**

- The number of English learners in the cohort for 2009-2010 is 135.
- The number in the cohort attaining English proficiency is 109.
- The percent meeting AMAO 2 in the District is 80.7%, which exceeds the state growth target of 41.3%.

#### **AMAO 3**

##### **English Language Arts**

- In 2007-2008, 2008-2009, and 2009-2010, English learners met the Participation Rate for their subgroup (95%).
- In 2007-2008, 2008-2009, and 2009-2010, English learners met the percent Proficient or Above for the English Learner subgroup.

#### **Recommendations**

- Provide planning time for teams at each site to discuss student progress and successful strategies used.
- Provide additional bilingual tutor support at Gisler, Moiola, and Tamura to provide “preview” and “review” activities for EL students to provide primary language support in Spanish and Vietnamese.
- Provide focus groups for staff to discuss issues, concerns, needs, and accomplishments.
- Training for EL staff will be scheduled to allow for more SDAIE training to focus on reading and writing strategies that extend into academic vocabulary in all content areas. Assistance will be provided by the Orange County Department of Education.
- Secure classroom teacher EL schedules to assure access to critical and essential core curriculum.
- Schedule three visitations per year at sites.

**PROGRAM EFFECTIVENESS RESULTS  
2009-2010 School Year**

**Students Meeting State Board of Education Criteria for English Proficiency**

State of California:

		Grade Levels									
School Year		K	1	2	3	4	5	6	7	8	Total Tested
2007-2008	%	8	30	17	22	31	44	38	44	46	
	Total Tested	5,967	182,795	168,016	153,171	135,399	128,432	109,440	92,909	87,158	1,063,287
2008-2009	%	9	32	22	27	36	48	40	48	47	
	Total Tested	5,276	179,992	176,098	160,147	135,258	118,512	102,527	94,686	82,946	1,333,117
2009-2010	%	9	35	22	27	35	46	41	50	50	
	Total Tested	5,335	176,291	172,458	162,713	134,728	113,840	91,535	85,982	80,638	1,023,520

County of Orange:

		Grade Levels									
School Year		K	1	2	3	4	5	6	7	8	Total Tested
2007-2008	%	5	26	20	26	34	46	44	51	51	
	Total Tested	540	17,260	16,108	14,598	12,116	11,499	9,974	8,611	8,363	99,069
2008-2009	%	7	28	27	34	43	54	48	57	52	
	Total Tested	501	16,667	16,680	15,774	12,764	10,847	9,772	9,219	7,637	126,150
2009-2010	%	9	32	26	33	42	53	49	59	58	
	Total Tested	490	16,426	16,340	15,723	12,845	10,615	8,837	8,457	7,865	97,598

Fountain Valley School District:

		Grade Levels									
School Year		K	1	2	3	4	5	6	7	8	Total Tested
2007-2008	%	0	63	49	63	58	70	63	58	54	
	Total Tested	0	126	151	142	91	77	49	53	57	746
2008-2009	%	83	53	57	56	64	71	62	75	6	
	Total Tested	6	116	118	109	80	69	47	40	45	630
2009-2010	%		69	44	59	68	80	70	88	63	
	Total Tested	5	101	101	76	74	50	40	41	38	526

\*\*\* Summary data are not provided for groups of three or less.

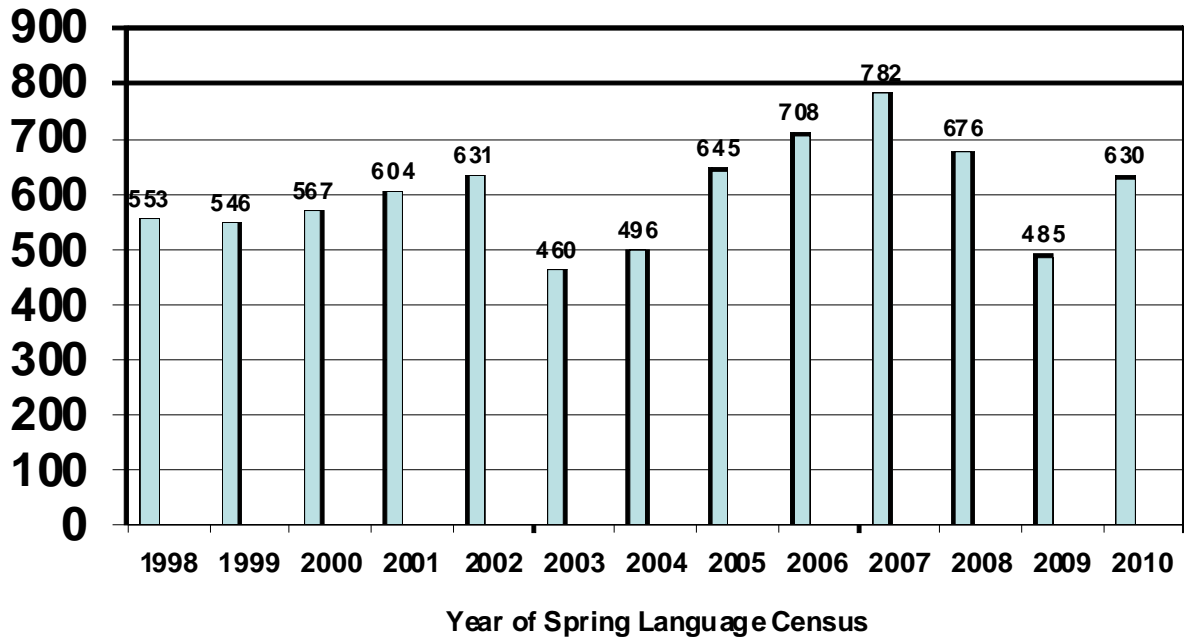
**PROGRAM EFFECTIVENESS RESULTS  
2009-2010 School Year**

**California English Language Development Test (CELDT) Data -- District**

GRADE	California English Language Development Test (CELDT) Results 07-08											California English Language Development Test (CELDT) Results 08-09											California English Language Development Test (CELDT) Results 09-10										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		# Tested	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		# Tested	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		# Tested
	#	%	#	%	#	%	#	%	#	%		#	%	#	%	#	%	#	%	#	%		#	%	#	%	#	%	#	%	#	%	
<b>K</b>	-	-	-	-	-	-	-	-	-	-	-	1	17%	4	67%	-	-	-	-	1	17%	6	-	-	-	-	4	67%	1	16.5%	1	16.5%	5
<b>1</b>	25	2%	56	44%	29	23%	13	10%	3	2%	126	25	22%	37	35%	36	31%	15	13%	3	3%	116	30	30%	39	39%	25	25%	6	6%	-	-	100
<b>2</b>	20	13%	65	43%	44	32%	8	5%	9	6%	151	29	25%	52	44%	32	27%	4	3%	1	1%	118	11	11%	46	46%	39	39%	3	3%	2	2%	101
<b>3</b>	39	27%	54	38%	42	30%	6	4%	1	1%	142	20	18%	47	43%	36	33%	4	4%	2	2%	109	15	20%	32	42%	27	36%	1	1%	1	1%	76
<b>4</b>	18	20%	37	41%	27	30%	7	8%	2	2%	91	17	21%	35	44%	25	31%	1	1%	2	3%	80	25	34%	25	34%	20	27%	3	4%	1	1%	74
<b>5</b>	18	23%	38	49%	16	21%	3	4%	2	3%	77	24	35%	26	38%	15	22%	4	6%	-	-	69	13	26%	30	60%	6	12%	1	2%	-	-	50
<b>6</b>	14	29%	18	37%	11	22%	5	10%	1	2%	49	9	19%	23	49%	13	28%	2	4%	-	-	47	13	32%	16	40%	9	22%	2	5%	-	-	40
<b>7</b>	13	25%	20	38%	13	25%	4	8%	3	6%	53	13	33%	19	48%	6	15%	2	5%	-	-	40	19	46%	19	46%	3	7%	-	-	-	-	41
<b>8</b>	11	19%	21	37%	17	30%	4	7%	4	7%	57	15	33%	16	36%	9	20%	2	4%	3	7%	45	11	29%	13	34%	8	21%	5	13%	1	3%	38
<b>TOTAL</b>	<b>158</b>	<b>21%</b>	<b>309</b>	<b>41%</b>	<b>204</b>	<b>27%</b>	<b>50</b>	<b>7%</b>	<b>25</b>	<b>3%</b>	<b>746</b>	<b>153</b>	<b>24%</b>	<b>259</b>	<b>41%</b>	<b>172</b>	<b>27%</b>	<b>34</b>	<b>5%</b>	<b>12</b>	<b>2%</b>	<b>630</b>	<b>137</b>	<b>26%</b>	<b>220</b>	<b>42%</b>	<b>141</b>	<b>27%</b>	<b>22</b>	<b>4%</b>	<b>6</b>	<b>1%</b>	<b>526</b>

**PROGRAM EFFECTIVENESS RESULTS  
2009-2010 School Year**

**Number of English Learners for  
Fountain Valley School District**



**PROGRAM EFFECTIVENESS RESULTS**  
**2009-2010 School Year**

**Reclassification**

The reclassification criteria include multiple measures that demonstrate a student's readiness to exit from a specialized English learner program. Students may be considered for reclassification from English Language Learner (ELL) to Fluent-English Proficient (FEP) status when they are achieving academically and meeting the reclassification criteria. Academic achievement data are collected from multiple measures and are disseminated to the classroom teacher on an annual basis, generally in the fall and spring. Based on these data, classroom observation, and student work, initial recommendations for reclassification are made.

There are eight requirements in the reclassification process. The student must have each of the following:

1. On the CELDT, overall performance at the Early Advanced level, with all sub-skills at least Intermediate level;
2. At or above the Proficient level on the CST ELA portion;
3. A score of "PASS" on the District ELA Benchmark (70%) and a score of "PASS" on the District Writing (5) Benchmark tests;
4. A "C" average or better on the District Report Card;
5. Teacher consent; and
6. Parent consent



**PROGRAM EFFECTIVENESS RESULTS  
2009-2010 School Year**

**ELs REDESIGNATED TO FEP**

	<b>2010</b>	<b>2009</b>	<b>2008</b>	<b>2007</b>	<b>2006</b>	<b>2005</b>	<b>2004</b>	<b>2003</b>	<b>2002</b>	<b>2001</b>
District Total	72 (10.3%)	249 (34%)	207 (23.4%)	87 (11%)	120 (18.6%)	66 (13.3%)	58 (12.6%)	198 (31.4%)	97 (16.1%)	106 (18.7%)
County Total	15,431 (11.2%)	13,076 (9.2%)	11,142 (7.9%)	12,662 (8.8%)	12,662 (8.5%)	12,662 (8.3%)	14,262 (9.0%)	12,953 (8.3%)	7,212 (4.8%)	11,023 (7.5%)
State Total	175,417 (8.4%)	168,071 (10.8%)	150,573 (9.6%)	144,901 (9.2%)	152,911 (9.6%)	143,136 (9.0%)	133,214 (8.3%)	120,122 (7.7%)	117,450 (7.8%)	133,964 (9.0%)

**PROGRAM EFFECTIVENESS RESULTS  
2009-2010 School Year**

**R-FEP STUDENTS 2009-10**

	ANNUAL CELDT										RE-CLASSIFICATION										%	LANGUAGES				
	K	1	2	3	4	5	6	7	8		K	1	2	3	4	5	6	7	8			Viet.	Spa.	Chi.	Kor.	Other
COURREGES		10	9	8	7	5				39		3	1	2	1	2				9	16%	7		2		
COX	3	33	30	36	30	21				153		4		10	5	4				23	12%	13	3	2	3	2
FULTON							6	7	5	18							2		2	4	19%	2				2
GISLER	1	8	12	4	2	4				31										0	0%					
MASUDA							29	27	29	85							4	3	5	12	13%	6	2	1	2	1
MOIOLA		8	8	4	6	3	2	3		34				1	2	1	2			6	13%	6				
NEWLAND		2		1	1	1				5				1						1	11%		1			
OKA		6	7	5	8	3				29				2	1	1				4	11%		3	1		
PLAVAN		14	15	8	7	5				49		3		2		1				6	7%	4		2		
TALBERT							3	4	4	11										0	0%					
TAMURA	1	20	20	11	12	8				72		4		3						7	8%	7				
<b>TOTAL</b>	<b>5</b>	<b>101</b>	<b>101</b>	<b>77</b>	<b>73</b>	<b>50</b>	<b>40</b>	<b>41</b>	<b>38</b>	<b>526</b>		<b>14</b>	<b>1</b>	<b>21</b>	<b>9</b>	<b>9</b>	<b>8</b>	<b>3</b>	<b>7</b>	<b>72</b>	<b>10%</b>	<b>45</b>	<b>9</b>	<b>8</b>	<b>5</b>	<b>5</b>

**R-FEP STUDENTS 2008-09**

	ANNUAL CELDT										RE-CLASSIFICATION										%	LANGUAGES				
	K	1	2	3	4	5	6	7	8		K	1	2	3	4	5	6	7	8			Viet.	Spa.	Chi.	Kor.	Other
COURREGES	1	14	18	11	11	4				59		6	13	5	6	1				31	44%	21	3	5	1	1
COX	2	32	42	31	31	26				164		6	7	6	9	10				38	19%	20	9	1	1	7
FULTON							6	7	9	22							2	5	6	13	54%	8	2	1	0	2
GISLER		10	9	9	8	3				39		1	5	6	5	3				20	38%	8	6	0	1	5
MASUDA							28	27	24	79							6	5	10	21	25%	9	9	1	0	2
MOIOLA		9	4	7	5	5	3	1	1	35		2	3	3	4	2	2	1	1	18	40%	14	0	0	0	4
NEWLAND			2	4	1	3				10				1	3	1	3			8	67%	2	3	1	2	0
OKA		10	12	14	7	8				51		4	6	4	5	5				24	42%	9	10	0	0	5
PLAVAN	2	17	14	18	10	11				72		5	10	13	5	7				40	47%	30	1	3	0	6
TALBERT							7	5	9	21							4	2	5	11	55%	2	8	0	0	1
TAMURA	1	22	13	13	7	8				64		6	6	6	1	6				25	30%	22	0	3	0	0
<b>TOTAL</b>	<b>6</b>	<b>114</b>	<b>114</b>	<b>107</b>	<b>80</b>	<b>68</b>	<b>44</b>	<b>40</b>	<b>43</b>	<b>616</b>		<b>30</b>	<b>51</b>	<b>46</b>	<b>36</b>	<b>37</b>	<b>14</b>	<b>13</b>	<b>22</b>	<b>249</b>	<b>34%</b>	<b>145</b>	<b>51</b>	<b>15</b>	<b>5</b>	<b>33</b>

**PROGRAM EFFECTIVENESS RESULTS  
2009-2010 School Year**

**R-FEP STUDENTS 2007-08**

	ANNUAL CELDT										RE-CLASSIFICATION										%	LANGUAGES				
	K	1	2	3	4	5	6	7	8		K	1	2	3	4	5	6	7	8			Viet.	Spa.	Chi.	Kor.	Other
COURREGES		20	21	19	6	4				70		1	10	12	3	1				27	39%	16	1	8	0	4
COX		44	36	44	31	29				184		4	10	15	6	9				44	24%	29	5	6	0	4
FULTON							12	12	8	32							5	2	2	9	28%	5	2	1	0	1
GISLER		9	10	10	7	6				42		1	2	3	4	5				15	36%	4	4	2	2	3
MASUDA							32	27	37	96							10	4	4	18	19%	9	4	2	1	2
MOIOLA		5	14	11	5	6	1	3	1	46			5	6	1	2	0	2	1	17	37%	9	0	2	1	5
NEWLAND		5	4	1	3	2				15		2	1			1				4	27%	1	1	0	2	0
OKA		14	15	16	12	14				71			2	6	3	2				13	18%	5	4	0	0	4
PLAVAN	1	12	22	20	11	5				71	1		8	10	1	3				23	32%	16	3	1	0	3
TALBERT							4	9	8	21								2	2	4	19%	0	2	0	0	2
TAMURA	1	7	23	17	13	9				70			9	11	5	8				33	47%	26	1	3	0	3
<b>TOTAL</b>	<b>2</b>	<b>116</b>	<b>145</b>	<b>138</b>	<b>88</b>	<b>75</b>	<b>49</b>	<b>51</b>	<b>54</b>	<b>718</b>	<b>1</b>	<b>8</b>	<b>47</b>	<b>63</b>	<b>23</b>	<b>31</b>	<b>15</b>	<b>10</b>	<b>9</b>	<b>207</b>	<b>29%</b>	<b>120</b>	<b>27</b>	<b>23</b>	<b>6</b>	<b>31</b>

**PROGRAM EFFECTIVENESS RESULTS**  
**2009-2010 School Year**

**ENGLISH LEARNER SUMMER SCHOOL SERVICES**

Summer School remediation services have been offered to EL students in past years. Due to budget reductions brought on by the state budget crisis, however, the District was unable to offer English Learner Summer School Services during summer 2010.

## **PROGRAM EFFECTIVENESS RESULTS FOR CATEGORICAL PROGRAMS 2009-2010 School Year**

### **TITLE I CLASSROOM SERVICES**

The reading act is composed of two major components: the reading process and the reading product (communication). Both print and the reader's background are important in the reading process. Readers generate and test hypotheses about the reading material and get feedback from the material itself.

Both cognitive development and language occur simultaneously. Children learn language naturally by observing and imitating language users and then constructing language to meet their own needs. Through continuous exposure to reading and writing materials and experiences, children gain knowledge from print conventions and sight words.

Word recognition skills assist readers in identifying words while reading. One skill is sight recognition, the development of a store of words a person can recognize immediately on sight. Use of context clues to help in word recognition involves using the surrounding words to decode unfamiliar words. Phonics, the association of speech sounds (phonemes) with printed symbols (graphemes) is also helpful in decoding unknown words.

Comprehension is the key to the reading process. Reading is an interactive process that involves information brought to the text by the reader, and information supplied by the text. Having a purpose for reading enhances comprehension.

A Reading Intervention Program is in place at both Title I schools. A qualified Reading Clinician provides services to students who qualify based upon designated criteria.

### **Program Goals and Objectives**

The overall performance objective of the Fountain Valley School District Title I Reading Program is to increase the ability of 75% of the participants by an average of one grade level in reading. STAR's California Standards in Reading is used as an instrument to evaluate effectiveness of the program and for reporting purposes.

An informal evaluation in reading is conducted to determine if the objectives as set up in the individual plan have been met. The skill sheet for each child serves as an evaluation of skills the child has mastered. The Reading teacher has a student folder for each child indicating when each student has mastered certain skills.

The following enabling objectives were designed to implement the reading activities of the program to insure the desired growth performance. They are:

1. Diagnose the reading problems of each student to identify specific areas of disability.
2. Plan and implement a specific strategy for remediation for each student by developing activities to improve these skills.

**PROGRAM EFFECTIVENESS RESULTS FOR CATEGORICAL PROGRAMS  
2009-2010 School Year**

3. Develop a positive attitude and self-confidence by providing each child an opportunity to meet success in daily remedial activities.
4. Help each student acquire the greatest mastery of skills essential to reading.
5. Promote an appreciation of literature and encourage reading for pleasure.

**What is the Title I/Reading Program?**

1. **What is Title I?** Title I is a Federally Funded Program for our Nation's Schools. It is part of the "No Child Left Behind" bill of January 8, 2002. It provides for a comprehensive remediation program designed as an intervention for students "at risk" of not meeting district and state requirements.
2. **Goals and Objectives of Title I:** The goal of the Fountain Valley School District Title I program is to increase student achievement by providing help and extra instruction for students who need assistance. This includes extra support from the classroom teacher, the Title I Reading Specialist, after school remediation classes, and Summer School.
3. **How does a student qualify for the Title I Program?** A student qualifies for the Title I program when they are considered "at risk" of not meeting state and local district grade level standards.

**Grade One**, either:

- a. Child scored below Tier I cut scores on DIBELS.
- b. Child entered first grade but does not know 25 basic sight words.
- c. Child was recommended by last year's/this year's teacher.
- d. Child was screened and recommended by Reading Specialist.

**Grade Two**, either:

- a. Child scored below Tier I cut scores on DIBELS.
- b. Child entered second grade but does not know 150 sight words.
- c. Child received a "needs improvement" grade in reading.
- d. Child was recommended by first grade teacher.
- e. Child was screened by the Reading Specialist/Title I teacher.

**Grade Three-Grade Five**, either:

- a. Child scored at "far below," "below," "basic" on STAR testing.
- b. Child failed to pass the Benchmark Assessment in reading (-70%).
- c. Child received "needs improvement" or "unsatisfactory" in reading.
- d. Child was recommended by last year's/this year's teacher.
- e. Child scored poorly on IRI Test given by Reading Specialist.

## PROGRAM EFFECTIVENESS RESULTS FOR CATEGORICAL PROGRAMS 2009-2010 School Year

4. **When does the student exit the program?** When the student achievement improves to within grade level expectations and the child has met the District and state standards for their grade level, the child is given a post test to show growth. The classroom teacher, along with the Reading Specialist, decides if the child is able to work outside the Title I program and maintain grade level standards.
  
5. **Review of student progress:** Pre and post test assessments are given for each child in the program. There are evaluations at progress report time to view the individual child's progress. Parents are informed of the progress their child has made during parent-teacher conference time. The Reading Specialist Teacher is always available and a conference can be scheduled to discuss the child's progress.
  
6. **Parent Involvement:** Parents are their children's first and most influential teachers. Continued parental involvement in the education of their children contributes greatly to student achievement. We ask that parents (1) attend the annual Title I information meeting; (2) meet with their child's teacher for all conference periods; (3) take an active part in their child's education, helping with homework and organizational skills; (4) help the child at home to learn the required basic skills for their grade level (example: basic sight words, times tables, nightly reading practice).

### **Remediation Plan**

The essential aspects of the Title I program involve a plan designed for students which can be referred to frequently as the remediation progresses: appropriate techniques, methods, materials, computer applications and, to the extent applicable, the involvement of the child in his own progress.

In order to help children who have reading problems, the teachers have access to many commercial materials that they have developed for specific purposes.

After studying carefully the results of the placement test, other diagnostic tests, and any other input factors involving the child's problems, the Reading Clinician frames a plan of attack, taking into consideration any input from the classroom teacher, the parents, and the student. The remediation plan attempts to utilize the child's strengths and to alleviate the child's problem areas. If there is any physical problem, such as poor vision or hearing, or conditions in the classroom, such as improper placement in the instruction, these must be corrected before remediation can begin to be successful, and it is incumbent upon the Title I teachers to try to solve these problems for the child.

Potential motivational and reinforcing devices will be used to keep the child aware of progress and to help develop in each child a positive self-concept and a feeling of responsibility for his own progress.

**PROGRAM EFFECTIVENESS RESULTS FOR CATEGORICAL PROGRAMS  
2009-2010 School Year**

The information obtained from the diagnostic evaluation frames instruction. This includes objectives each child will be working on throughout the year. The files may contain, but are not limited to, a summary of work completed during the child's participation in the Title I Program, Title I Progress Report, assessment data and recommendations for the following year. All data compiled for student participants is placed in a file and appropriate information is passed along to teachers and parents.

When the specific plan of remediation has been developed, methods are determined and materials selected and assembled for carrying out this plan. A variety of methods are used to achieve the objectives set for each child. They include utilization of the following:

Reading:

- High interest-low vocabulary books
- Following directions worksheets
- Comprehension strategies
- Teacher-made units that correlate with classroom themes and skills
- Manipulatives
- Guided Reading
- Strategies, leveled texts
- Leveled readers
- Fluency strategies

Board Policy 6020 Parent Involvement Policy

1. Through the District and local parent involvement policy, parents will be involved with the planning, review, and improvement of the school programs.
2. The District encourages parent involvement and supports this partnership through providing information about standards and assessments; providing materials for parents to help their children; educating school personnel about involving parents and the value of parent contributions; and developing roles for community organizations to work with parents and schools.
3. It is the goal of the Title I Program to coordinate with all other District/school programs when appropriate.
4. Involvement of parents is done through the annual meeting where input will be sought to determine the Title I program effectiveness. Findings will be used to design strategies for program improvements and revision of policies.
5. Parents are given assistance in understanding the Title I requirements, standards, and assessments through the annual meetings and parent-teacher conferences. One annual meeting is held for all parents of participating children. It may be determined that additional meetings shall be held throughout the year via parent and/or teacher suggestions.



## PROGRAM EFFECTIVENESS RESULTS FOR CATEGORICAL PROGRAMS 2009-2010 School Year

### Outcome 1

- Currently, typically first grade students are dismissed from the program when they are above the Tier I or Tier II cut scores on DIBELS (depends on trimester). This is considered at grade level by the end of first grade. Historically, if Title I students are dismissed slightly above the appropriate trimester cut score with less than nine months of instruction, they are seen again as second grade Title I students. If they are kept in the program until the child reaches the mid-point within the range of Tier I or Tier II cut scores, their word recognition and comprehension skills are strong enough to sustain growth in second grade. They are not typically seen again for additional services.

#### Recommendation:

- Retain first graders in the Title I Program until the mid-point within the range of Tier I or Tier II cut scores has been reached.
- Exit first grade students above mid-point cut scores of DIBELS at the appropriate time of the year, if they have participated for one full year of Title instruction.

### Outcome 2

- First grade students are instructed from the 200 sight word list (2 lists of 100 words). Title I teachers continued teaching from the second 100 sight word list. Students have a stronger word recognition base if they can move to the second sight word list.

#### Recommendation:

- Instruct all second grade students using all 200 sight words.

### Outcome 3

- Phonics instruction is a significant part of the Title I Reading Program.

#### Recommendation:

- Continue to teach basic phonics units such as alphabet letters, sequence, consonant/vowel sounds (long and short), consonant blends, and digraphs. Phonics becomes to building blocks of sounds to create words.

### Outcome 4

- NOTE: DIBELS was piloted in 2009-2010 to determine usability and reliability. Only 25% of participating students were assessed with DIBELS at the end of the trimester in 2009-2010. Trimester 1 data was collected in September of the 2010-2011 school year. DIBELS cut

**PROGRAM EFFECTIVENESS RESULTS FOR CATEGORICAL PROGRAMS  
2009-2010 School Year**

points have been established by K-1 grade teachers within the District. The trimester cut points are as follows for First Grade students. The Kindergarten District Assessment and DIBELS were used for Kindergarten students.

**DIBELS Universal Screener**

<b>Kindergarten</b>						
DIBELS Measure	Beginning of the Year		Middle of the Year		End of the Year	
	Performance	Status	Performance	Status	Performance	Status
Initial Sound Fluency	< 4 4 – 7 ≥ 8	Tier 2 Tier 1 Benchmark	< 10 10 – 24 ≥ 25	Tier 2 Tier 1 Benchmark		
Letter Naming Fluency	< 2 2 – 7 ≥ 8	Tier 2 Tier 1 Benchmark	< 15 15 – 26 ≥ 27	Tier 2 Tier 1 Benchmark	< 29 29 – 39 ≥ 40	Tier 2 Tier 1 Benchmark
Phoneme Segmentation Fluency			< 7 7 – 17 ≥ 18	Tier 2 Tier 1 Benchmark	< 10 10 – 34 ≥ 35	Tier 2 Tier 1 Benchmark
Nonsense Word Fluency			< 5 5 – 12 ≥ 13	Tier 2 Tier 1 Benchmark	< 15 15 – 24 ≥ 25	Tier 2 Tier 1 Benchmark

<b>First Grade</b>						
DIBELS Measure	Beginning of the Year		Middle of the Year		End of the Year	
	Performance	Status	Performance	Status	Performance	Status
Letter Naming Fluency	< 25 25 – 36 ≥ 37	Tier 2 Tier 1 Benchmark				
Phoneme Segmentation Fluency	< 10 10 – 34 ≥ 35	Tier 2 Tier 1 Benchmark	< 10 10 – 34 ≥ 35	Tier 2 Tier 1 Benchmark	< 10 10 – 34 ≥ 35	Tier 2 Tier 1 Benchmark
Nonsense Word Fluency	< 13 13 – 23 ≥ 24	Tier 2 Tier 1 Benchmark	< 30 30 – 49 ≥ 50	Tier 2 Tier 1 Benchmark	< 30 30 – 49 ≥ 50	Tier 2 Tier 1 Benchmark
Oral Reading Fluency	< 8 8 – 19 ≥ 20	Tier 2 Tier 1 Benchmark	< 20 20 – 39 ≥ 40	Tier 2 Tier 1 Benchmark	< 26 26 – 43 ≥ 44	Tier 2 Tier 1 Benchmark

**PROGRAM EFFECTIVENESS RESULTS FOR CATEGORICAL PROGRAMS  
2009-2010 School Year**

**Program Results**

**OKA**

<b>Oka – Kindergarten DIBELS (April to June)</b>			
DIBELS Measure	Trimester 1	Trimester 2	Trimester 3
Letter Naming Fluency (LNF)	90% out of 10 students		
Phoneme Segmentation Fluency (PSF)	93% out of 10 students	89% out of 10 students	87% out of 10 students
Nonsense Word Fluency (NWF)	82% out of 10 students	87% out of 10 students	92% out of 10 students

Criteria:	LNF	PSF	NWF
Trimester 1	≥ 8	≥ 8	
Trimester 2	≥ 25	≥ 27	≥ 13
Trimester 3		≥ 40	≥ 25

<b>Oka – First Grade DIBELS*</b>			
DIBELS Measure	Trimester 1	Trimester 2	Trimester 3
Letter Naming Fluency (LNF)	100% out of 13 students		
Phoneme Segmentation Fluency (PSF)	100% out of 13 students	100% out of 13 students	100% out of 13 students
Nonsense Word Fluency (NWF)	92% out of 13 students	86% out of 13 students	86% out of 13 students
Oral Reading Fluency (ORF)		70% out of 21 students	89% out of 21 students

\*NOTE: Data reflects met Benchmark cut-off criteria for trimester.

Criteria:	LNF	PSF	NWF	ORF
Trimester 1	≥ 20	≥ 37	≥ 35	≥ 24
Trimester 2	≥ 40		≥ 35	≥ 50
Trimester 3	≥ 44		≥ 35	≥ 50

**PROGRAM EFFECTIVENESS RESULTS FOR CATEGORICAL PROGRAMS  
2009-2010 School Year**

**Oka – FVSD First Grade Assessment\***

	Trimester 1	Trimester 2	Trimester 3
Sight Words	10%	66%	71%
Fluency Comprehension Levels	33%	76%	85%

\*NOTE: Students meeting criteria  
21 students = enrollment

Criteria:	Trimester 1	Trimester 2	Trimester 3
Sight Words	100	150	200
Fluency Comprehension Levels	5	10	16

**COX**

**Cox – First Grade DIBELS\***

DIBELS Measure	Trimester 1	Trimester 2	Trimester 3
Letter Naming Fluency (LNF)	100% out of 36 students		
Phoneme Segmentation Fluency (PSF)	83% out of 36 students	91% out of 36 students	94% out of 36 students
Nonsense Word Fluency (NWF)	94% out of 36 students	63% out of 36 students	91% out of 36 students
Oral Reading Fluency (ORF)	No Testing	19% out of 36 students	19% out of 36 students

\*NOTE: Data reflects met Benchmark cut-off criteria for trimester.

Criteria:	LNF	PSF	NWF	ORF
Trimester 1	≥ 37	≥ 35	≥ 24	≥ 20
Trimester 2		≥ 35	≥ 50	≥ 40
Trimester 3		≥ 35	≥ 50	≥ 44

**PROGRAM EFFECTIVENESS RESULTS FOR CATEGORICAL PROGRAMS  
2009-2010 School Year**

**Cox – FVSD First Grade Assessment\***

	Trimester 1	Trimester 2	Trimester 3
Sight Words	27%	47%	88%
Fluency Comprehension Levels	72%	63%	77%

\*NOTE: Students meeting criteria  
36 students = enrollment

Criteria:	Trimester 1	Trimester 2	Trimester 3
Sight Words	100	150	200
Fluency Comprehension Levels	5	10	16

**California Standards Test**

Second through fifth grade students qualified based upon CST results from the previous year, 2008-2009. A longitudinal view of program data shows that student growth can be sustained over time. Students are moving from Basic and below to Proficient and Advanced CST bands.

**Title I Students  
2009-10**

CST ELA 2010	Grade 2	Grade 3	Grade 4	Grade 5
<b>Students Tested</b>	34	18	6	10
<b>% of Enrollment</b>	5.1	2.9	0.8	1.4
<b>% Advanced</b>	6	0	50	20
<b>% Proficient</b>	44	28	17	40
<b>% Basic</b>	32	56	33	40
<b>% Below Basic</b>	15	17	0	0
<b>% Far Below Basic</b>	3	0	0	0

**PROGRAM EFFECTIVENESS RESULTS FOR CATEGORICAL PROGRAMS  
2009-2010 School Year**

<b>CST MATH 2010</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Students Tested</b>	34	19	6	10
<b>% of Enrollment</b>	5.1	3	0.8	1.4
<b>% Advanced</b>	15	16	33	30
<b>% Proficient</b>	41	47	33	70
<b>% Basic</b>	41	32	33	0
<b>% Below Basic</b>	3	5	0	0
<b>% Far Below Basic</b>	0	0	0	0

**Title I Students  
2008-09**

<b>CST ELA 2009</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Students Tested</b>	12	17	28	5
<b>% of Enrollment</b>	2	2.5	4.2	.07
<b>% Advanced</b>	0	0	32	40
<b>% Proficient</b>	75	29	46	40
<b>% Basic</b>	8	24	21	20
<b>% Below Basic</b>	17	41	0	0
<b>% Far Below Basic</b>	0	6	0	0

<b>CST MATH 2009</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Students Tested</b>	12	18	29	5
<b>% of Enrollment</b>	2	2.6	4.3	0.7
<b>% Advanced</b>	33	28	62	0
<b>% Proficient</b>	58	17	28	80
<b>% Basic</b>	8	39	10	20
<b>% Below Basic</b>	0	17	0	0
<b>% Far Below Basic</b>	0	0	0	0

**PROGRAM EFFECTIVENESS RESULTS FOR CATEGORICAL PROGRAMS  
2009-2010 School Year**

**Title I Students  
2007-08**

<b>CST ELA 2008</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Students Tested</b>	18	17	12	5
<b>% of Enrollment</b>	2.8	2.6	1.8	0.7
<b>% Advanced</b>	22	0	17	*
<b>% Proficient</b>	56	12	42	*
<b>% Basic</b>	17	47	42	*
<b>% Below Basic</b>	6	41	0	*
<b>% Far Below Basic</b>	0	0	0	*

<b>CST MATH 2008</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Students Tested</b>	18	17	12	5
<b>% of Enrollment</b>	2.8	2.6	1.8	0.7
<b>% Advanced</b>	28	6	25	*
<b>% Proficient</b>	61	41	42	*
<b>% Basic</b>	11	47	33	*
<b>% Below Basic</b>	0	6	0	*
<b>% Far Below Basic</b>	0	0	0	*

\* Summary data not available for groups of 10 or less.

**Program Summary**

**Kindergarten through First Grade**

- The recommended benchmark cut-point may be too low for first trimester for K-1 students. Reconsider new cut-points for 2010-11 school year.
- Student growth occurs during Trimester 2 when there are fewest disruptions instructionally.
- Oka Kindergarten and First Grade students met the 85% threshold for program effectiveness by Trimester 3.
- Oral Reading Fluency passages from DIBELS for First Grade may need to be supplemented.

## **PROGRAM EFFECTIVENESS RESULTS FOR CATEGORICAL PROGRAMS 2009-2010 School Year**

- The FVSD First Grade Assessment will continue to be used as a supplement to DIBELS to secure more detailed subskill information for students at risk.

### **Second through Fifth Grades**

- Year-long participation in Title I yields the greatest results.
- If students participate in services in early grades (K-2), longitudinal growth can be sustained.
- Intervention strategies need to be assessed annually by staff.
- The greater the teacher-to-student time spent, the faster integration into the core program occurs.

### **Recommendations**

- All first through fifth graders serviced need to remain in Reading Clinic for the entire school year.
- Continue services at these levels for at least two consecutive years, if needed. The gap is wide but can be closed if a second year of Reading clinic is added to the child's instructional day.
- It is difficult to pick up students mid-year and make the gains needed to bring students up to grade level. Minimize admitting students mid-year.
- Use Reading Clinic as an essential intervention path prior to referral to Special Education. Additional instruction based upon needed skills can make an impact.
- Modify the length of daily Title I instructional time. Older students may require more than 30 minutes per day to deliver additional skills such as writing assistance.



**PROGRAM EFFECTIVENESS RESULTS FOR CATEGORICAL PROGRAMS  
2009-2010 School Year**



Fountain Valley School District  
Categorical Programs/Technology

**Title I Parent Involvement Survey 2009-2010 - COX**

**1. Title I Parent Survey**

**1. Welcome to the Fountain Valley School District Survey for Parents. All responses are confidential and anonymous. The comprehensive needs assessment survey is an important and necessary step in developing a Title I program that meets the needs of all students, parents, and staff.**

**2. Academic Program:**

**Thinking about your overall experience during this school year, how satisfied are you with the following school aspects, programs, and services?**

	Very Satisfied	Satisfied	Somewhat Satisfied	Not Satisfied
Quality of instruction for reading	47	9	1	0
Quality of instruction for math	37	14	2	0
Materials to support the curriculum such as classroom materials, library, etc.	40	15	0	0
Use of computers and other technology	12	15	4	0
Academic standards and expectations	18	12	2	1
Other (please specify)				

**3. Parent Involvement:**

**Please evaluate your overall experience at this school regarding Parent Involvement. How satisfied are you with the parent involvement program at your school?**

	Very Satisfied	Satisfied	Somewhat Satisfied	Not Satisfied
The school communicates regularly regarding my child's academic progress, and it is easy to understand.	41	11	1	1
Accessibility of teachers and openness to parents	40	12	0	1
Opportunities available for parent participation.	40	10	3	1
The school assists me in understanding the course content, achievement, and tests that my child takes.	37	12	2	1
Frequent communication with my child's teacher.	38	15	0	1
Other (please specify)				

<b>PROGRAM EFFECTIVENESS RESULTS FOR CATEGORICAL PROGRAMS</b> <b>2009-2010 School Year</b>
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**4. School Environment:**

**Thinking about your overall experience during this school year, how satisfied are you with the school and classroom environment of the school?**

	Strongly Agree	Agree	Disagree	Not Sure
There are high standards for student conduct at the school.	39	13	0	0
The facilities are clean and inviting.	40	13	0	0
The school has security procedures that are consistently followed.	35	12	1	0
The school is safe for students and staff.	40	13	1	0
Other (please specify)				

**5. Parent Information:**

**Please let us know some personal information about you to better understand your child’s home environment to become an important partner in your child’s education. This information will remain confidential.**

	Yes	No
Would you be willing to volunteer at school?	37	12
Does your child spend more than one hour per night on homework?	25	26
Is your child able to complete the homework with little support from you?	46	6
Would you like to have more parent training? Please list your needs below.	17	35
Would you support your child during the summer with summer learning materials?	51	2
Other (please specify)		

**6. Please check your child’s school. If you have students attending more than one school, please check all that apply.**

- Cox Elementary School
- Oka Elementary School

Please return to your child’s Reading Clinic teacher, classroom teacher, or office.

**PROGRAM EFFECTIVENESS RESULTS FOR CATEGORICAL PROGRAMS  
2009-2010 School Year**

Fountain Valley School District

TITLE I PROGRAM

**TEACHER SURVEY RESULTS – 2009-10 -- COX**

1. Name of the Title I Reading Clinic teacher that served your students: Laurie Frandsen.

2. Have you noticed differences in the students who participated in the Title I Reading Clinic program?

6  Yes  No

Please explain:

- The children who had reading clinic knew their sight words and had a strong grasp of phonics and other reading skills. Everyone looked forward to going to R.C. and have a very good attitude towards reading.
- Several students made great progress in their fluency and comprehension.
- Students have greater confidence and ability to read and ability to comprehend by decoding words.
- Students in reading clinic with Laurie have all surpassed minimum reading requirements.
- Students were more fluent and tried harder to decode words.
- They read more fluently, comprehend better, and have good word attack skills.

3. My students showed improvement in : (please check all that apply)

5 Attitude towards reading  
5 Vocabulary  
6 Comprehension  
6 Phonetic/instructional analysis  
6 Fluency  
3 Other sight words, self-confidence, great attitude toward reading

4. How many of your Title I students will meet ELA grade level standards at the end of this year?  
36

How many will not? 6

If any will not, why do you think they will not be successful?

- One student has been documented to have processing problems and has qualified for Special Ed. Another student couldn't get in until last trimester (end Level 14). Another student improved to Level 14/18 comp. and has trouble paying attention.

**PROGRAM EFFECTIVENESS RESULTS FOR CATEGORICAL PROGRAMS  
2009-2010 School Year**

- He will not be successful because of other factors unrelated to Reading Clinic (medical, home life, etc.)
- They need help beyond classroom and reading clinic.

5. Was there adequate communication with the Title I Reading Clinic teacher?

6  Yes  No

6. Additional comments:

- 19 out of my 31 students tested at level 3 or below during our initial assessment. Mrs. Frandsen's expertise and experience teaching reading skills was vital to a lot of these children's success in reading. With such a large increase in 1<sup>st</sup> grade classes, they had 30 minutes of uninterrupted instruction 5 days a week, with a R.C. teacher who consistently taught and reinforced skills.
- Laurie does an amazing job with her Title I students!
- Mrs. Frandsen provided a very comprehensive and positive program for the students. She used excellent diagnostic procedures and communicated well with staff and parents.
- We are always amazed by the progress the students working with Laurie make!!
- I was so happy with their quick progress and they were able to leave Reading Clinic early. They did not have to be in it all year. Super job Laurie!
- Fantastic reading clinician; great attitude toward children; excellent reading program; children made excellent progress.

Please return to Title I Reading Clinician at your school.

**PROGRAM EFFECTIVENESS RESULTS FOR CATEGORICAL PROGRAMS  
2009-2010 School Year**

Fountain Valley School District

**TITLE I PROGRAM**

**STUDENT SURVEY – RESULTS – COX – 2009-2010**

(Sampling – all survey results are on file on the Categorical Programs Office)

**1. What did you like best about Reading Clinic?**

- I like Reading Clinic because it's fun.
- Word Clubs, Reading, Blend Words, getting books.
- I like reading because it is fun. It makes your brain smarter.
- I like Reading Clinic because you get to learn new words every day.

**2. Would you come to Reading Clinic again? If yes, why?**

- Yes because it is very very fun!
- Yes because I can read all kinds of books.
- Yes, I would come back to Reading Clinic because it is wonderful reading and learning.
- Yes because it is fun at Reading Clinic and I like the books that we get at Reading Clinic.

**3. What would you like to tell me about Reading Clinic?**

- I like the books and toys in the room and the games and the fish kite and the new books that we get.
- It is so fun to be here!
- It is the best place to read a book.
- It's so much fun. That's why I like to read.

**PROGRAM EFFECTIVENESS RESULTS FOR CATEGORICAL PROGRAMS  
2009-2010 School Year**



Fountain Valley School District  
Categorical Programs/Technology

**Title I Parent Involvement Survey 2009-2010 - OKA**

**1. Title I Parent Survey**

**1. Welcome to the Fountain Valley School District Survey for Parents. All responses are confidential and anonymous. The comprehensive needs assessment survey is an important and necessary step in developing a Title I program that meets the needs of all students, parents, and staff.**

**2. Academic Program:**

**Thinking about your overall experience during this school year, how satisfied are you with the following school aspects, programs, and services?**

	Very Satisfied	Satisfied	Somewhat Satisfied	Not Satisfied
Quality of instruction for reading	18	6	0	0
Quality of instruction for math	14	7	0	0
Materials to support the curriculum such as classroom materials, library, etc.	17	4	0	1
Use of computers and other technology	15	4	1	1
Academic standards and expectations	15	7	1	0
Other (please specify)				

**3. Parent Involvement:**

**Please evaluate your overall experience at this school regarding Parent Involvement. How satisfied are you with the parent involvement program at your school?**

	Very Satisfied	Satisfied	Somewhat Satisfied	Not Satisfied
The school communicates regularly regarding my child's academic progress, and it is easy to understand.	13	8	0	0
Accessibility of teachers and openness to parents	17	5	0	0
Opportunities available for parent participation.	17	4	1	0
The school assists me in understanding the course content, achievement, and tests that my child takes.	12	7	3	0
Frequent communication with my child's teacher.	16	5	1	0
Other (please specify)				

<b>PROGRAM EFFECTIVENESS RESULTS FOR CATEGORICAL PROGRAMS</b> <b>2009-2010 School Year</b>
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**4. School Environment:**

**Thinking about your overall experience during this school year, how satisfied are you with the school and classroom environment of the school?**

	Strongly Agree	Agree	Disagree	Not Sure
There are high standards for student conduct at the school.	12	9	0	0
The facilities are clean and inviting.	18	3	0	0
The school has security procedures that are consistently followed.	14	6	1	0
The school is safe for students and staff.	15	6	0	0
Other (please specify)				

**5. Parent Information:**

**Please let us know some personal information about you to better understand your child's home environment to become an important partner in your child's education. This information will remain confidential.**

	Yes	No
Would you be willing to volunteer at school?	16	4
Does your child spend more than one hour per night on homework?	13	8
Is your child able to complete the homework with little support from you?	16	1
Would you like to have more parent training? Please list your needs below.	6	14
Would you support your child during the summer with summer learning materials?	19	1
Other (please specify)		

**6. Please check your child's school. If you have students attending more than one school, please check all that apply.**

- Cox Elementary School
- Oka Elementary School

Please return to your child's Reading Clinic teacher, classroom teacher, or office.

**PROGRAM EFFECTIVENESS RESULTS FOR CATEGORICAL PROGRAMS  
2009-2010 School Year**

Fountain Valley School District

**TITLE I PROGRAM**

**TEACHER SURVEY RESULTS – 2009-10 -- OKA**

1. Name of the Title I Reading Clinic teacher that served your students: Carrie Desormiers.

2. Have you noticed differences in the students who participated in the Title I Reading Clinic program?

7  Yes  No

Please explain:

- Reading level and confidence.
- They all made tremendous growth in reading and their feelings of self-esteem and attitude towards reading.
- Students are more confident in reading orally in class. Students' fluency and comprehension have improved.
- Improvement in decoding skills.
- The students have gained more confidence in their reading aloud skills. They have also learned valuable skills to further their reading and test abilities.
- Better reading comprehension strategies, more confidence.

3. My students showed improvement in : (please check all that apply)

7 Attitude towards reading  
4 Vocabulary  
7 Comprehension  
6 Phonetic/instructional analysis  
7 Fluency  
-- Other

4. How many of your Title I students will meet ELA grade level standards at the end of this year?

42

How many will not? 8

If any will not, why do you think they will not be successful?

- Learning disability.
- Very low beginning skills. Little support at home.
- ADD – no meds, effort.



**PROGRAM EFFECTIVENESS RESULTS FOR CATEGORICAL PROGRAMS  
2009-2010 School Year**

5. Was there adequate communication with the Title I Reading Clinic teacher?

7  Yes  No

6. Additional comments:

- Carrie is very easy to communicate with. She is always prompt and the kids really enjoy going. I see a VAST improvement in the kids she services.
- Carrie does a fabulous job of sharing test data, supporting classroom program, and communicating with both teachers and parents.
- Carrie is amazing! The students like going and remember the skills she has taught. The progress made by students really shows.
- Carrie does a fabulous job. The students enjoy their time with her.
- Carrie is wonderful!
- Mrs. Desormiers was well-organized and extremely helpful to the students. She came to all my student conferences and worked close with me on skills that needed to be covered. I was kept well-informed on all testing scores and the progress each student made. Mrs. Desormiers is a great asset to Oka and the teachers and students are lucky to have her!
- Carrie always does a great job!

Please return to Title I Reading Clinician at your school.

**PROGRAM EFFECTIVENESS RESULTS FOR CATEGORICAL PROGRAMS  
2009-2010 School Year**

Fountain Valley School District

**TITLE I PROGRAM**

**STUDENT SURVEY – RESULTS – OKA – 2009-2010**

(Sampling – all survey results are on file on the Categorical Programs Office)

**1. What did you like best about Reading Clinic?**

- I love it when I get to play the games on Friday.
- I like the Readers Theatre.
- I like best is when we learn new things and when we learn words that we didn't know about.
- That they teach me how to read.

**2. Would you come to Reading Clinic again? If yes, why?**

- I would want to come back to reading club so I can bring up my grade and it is really fun.
- Yes because it will help me read better.
- Yes, because I would want to help the other kids and learn a lot more of reading.
- Yes because I love reading.

**3. What would you like to tell me about Reading Clinic?**

- We learn words and we get to read.
- Reading Clinic is a place to learn more reading and not for playing around.
- What I would say is that it helps your reading and fluency.
- We play reading games and read good stories.

FOUNTAIN VALLEY SCHOOL DISTRICT  
SUPPORT SERVICES

MEMORANDUM

TO: Rosemary Eadie, Deputy Superintendent  
Instruction/Personnel Administration

FROM: Cathie Abdel, Director, Support Services

SUBJECT: Board Item – Settlement Agreement & Reimbursement

DATE: March 28, 2011 - For April 7, 2011 Board Meeting

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BACKGROUND:

According to the Settlement Agreement between Fountain Valley School District and parents signed on March 22, 2011, it was agreed upon to reimburse parents in the amount not to exceed \$1,000.00 for educational curriculum and materials, and not to exceed \$5,000.00 for educational therapy and tutoring costs through, and no later than June 30, 2012. This agreement is for specific educationally related services provided by agencies holding appropriate licenses and/or degrees for these services.

The District will pay attorneys' fees to the Law Offices of Maureen Graves in the amount not to exceed \$1,000.00 payable through June 30, 2011.

RECOMMENDATION

Approval by the Board of Trustees is recommended to reimburse parents in the amount not to exceed \$6,000.00, and reimburse for attorney fees not to exceed \$1,000.00.

CA:ds

FOUNTAIN VALLEY SCHOOL DISTRICT  
SUPPORT SERVICES

MEMORANDUM

TO: Rosemary Eadie, Deputy Superintendent  
Instruction/Personnel Administration

FROM: Cathie Abdel, Director, Support Services

SUBJECT: Board Item – Settlement Agreement & Reimbursement

DATE: March 28, 2011 - For April 7, 2011 Board Meeting

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BACKGROUND:

According to the Settlement Agreement between Fountain Valley School District and parents signed on March 30, 2011, it was agreed to contract with Cornerstone Therapies for Speech and Language Therapy not to exceed 46 sessions at 60 minutes per session, and Social Skills Training not to exceed for 46 sessions at 60 minutes per session through June 30, 2012.

An Independent Educational Evaluation (IEE) will be contracted through Cornerstone Therapies in the areas of speech/language/communication for the purpose of determining Student's unique needs and present levels of performance.

RECOMMENDATION

Approval by the Board of Trustees is recommended to contract with Cornerstone Therapies for Speech and Social Skills Therapy, and to conduct an Independent Educational Evaluation (IEE).

CA:ds



# FOUNTAIN VALLEY SCHOOL DISTRICT

10055 Slater Avenue • Fountain Valley, CA 92708 • (714)843-3200 • www.fvsd.k12.ca.us

Board Approval Date  
April 7, 2011

## Memorandum

**TO:** Rosemary Eadie, Deputy Superintendent, Instruction/Personnel Administration  
**FROM:** Patricia Minnesang, Director, Categorical Programs/Technology  
**DATE:** March 30, 2011  
**SUBJECT:** 6-8 Grade Teacher Training in Holt Core English Language Arts

### Background

The Orange County Department of Education, Services for English Learners/Special Populations, is in a unique position to provide in-services to 6-8 grade teachers on the Holt Core English Language Arts program. We have had these textbooks for several years, but a number of teachers have been hired since then and are unfamiliar with the Holt ELA materials. The OCDE training also ties RtI into the use of the Holt materials.

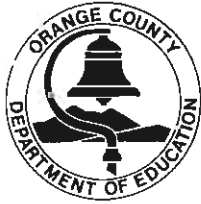
Specifically, the Orange County Department of Education will provide training for the District's staff on the design of State-approved materials (Holt-2002) in terms of how to implement all the various components of Holt, including assessment and universal access pieces, said training to be held March 22, 2011.\*

### Recommendation:

It is recommended that the training by the Orange County Department of Education in the use of Holt 6-8 grade ELA materials be approved by the Board of Trustees.

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\* The contract was received and arrangements made for the training after the deadline for submittal of items for the March 10, 2011, Board meeting.



WILLIAM M. HABERMEHL  
County Superintendent of Schools

ORANGE COUNTY DEPARTMENT OF EDUCATION  
CONTRACTS UNIT  
BUSINESS DIVISION  
200 Kalmus Drive, P. O. Box 9050  
Costa Mesa, California 92628-9050

March 8, 2011

Ms. Rosemarie Eadie  
Deputy Superintendent  
Fountain Valley School District

Re: Income Agreement, Agreement Number 36587

Dear Ms. Eadie:

1.  Sign and return all of the enclosed Agreements.
2.  Enclosed are two (2) Agreements signed on behalf of the Orange County Superintendent of Schools. Please have both Agreements signed by an authorized signer, retain one (1) Agreement for your files and return the second original to my attention.
3.  Enclosed is one (1) original executed Agreement for your files.
4.  Certificate of Insurance:
  - Certificate of Insurance required pursuant to the Insurance section of the Agreement.
  - Orange County Superintendent of Schools' Certificate of Insurance will be mailed under separate cover.
5.  Form W-9, Request for Taxpayer Identification Number: Complete and return.
6.  State of California Nonresident Forms: If applicable to your organization, the forms are to be completed pursuant to California Revenue and Taxation Code (R&TC) Section 18662 and the related regulations. We shall not be responsible for any further notification nor shall we be responsible for withholding the seven percent (7%) tax if the forms have not been received prior to remittance of your invoice.
  - Form 587, Nonresident Withholding Allocation Worksheet: Complete and mail with each invoice submitted for payment.
  - Form 588, Nonresident Withholding Waiver Request: Complete and mail to the California Franchise Tax Board.
  - Form 590, Withholding Exemption Certificate: Complete and return to our office.

Julie Montgomery, Administrative Technician, Contracts Department  
Phone: (714) 966-4082 Fax: (714) 668-7934

INCOME AGREEMENT  
FOUNTAIN VALLEY SCHOOL DISTRICT

This AGREEMENT is hereby entered into this 7th day of March, 2011, by and between the Orange County Superintendent of Schools, 200 Kalmus Drive, Costa Mesa, California 92626, hereinafter referred to as SUPERINTENDENT, and the Fountain Valley School District, 10055 Slater Avenue, Fountain Valley, California 92708, hereinafter referred to as DISTRICT. SUPERINTENDENT and DISTRICT shall be collectively referred to as the Parties.

WHEREAS, DISTRICT is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters, if such persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, DISTRICT is in need of such special services and advice; and

WHEREAS, SUPERINTENDENT is specially trained and experienced and competent to perform the special services required by the DISTRICT, and such services are needed on a limited basis;

NOW, THEREFORE, the parties hereby agree as follows:

1.0 SCOPE OF WORK. DISTRICT hereby engages SUPERINTENDENT as an independent contractor to perform the following described work, and SUPERINTENDENT hereby agrees to perform said work upon the terms and conditions hereinafter set forth. Specifically, SUPERINTENDENT shall perform the following service:

1 1.1 Provide training for DISTRICT'S staff on the design of  
2 State approved materials (Holt-2002) in terms of how to  
3 implement all the various components of Holt including  
4 assessment and universal access pieces.

5 2.0 TERM. This AGREEMENT shall commence on March 22, 2011 and end on  
6 March 22, 1011.

7 3.0 COMPENSATION. DISTRICT agrees to pay the SUPERINTENDENT for  
8 services satisfactorily performed pursuant to Section 1.0 of this  
9 AGREEMENT a total sum not to exceed Five hundred dollars (\$500.00),  
10 which included reimbursement for planning for customized work,  
11 presenter fees and materials. Payment shall be mailed to: Orange  
12 County Superintendent of Schools, Attn: Accounting Manager, 200  
13 Kalmus Drive, P. O. Box 9050, Costa Mesa, California 92628-9050, or  
14 at such other place as SUPERINTENDENT may designate in writing.

15 4.0 INDEPENDENT CONTRACTOR. SUPERINTENDENT, in the performance  
16 of this AGREEMENT, shall be and act as an independent contractor.  
17 SUPERINTENDENT understands and agrees that he/she and all of his/her  
18 employees shall not be considered officers, employees or agents of  
19 the DISTRICT, and are not entitled to benefits of any kind or nature  
20 normally provided employees of the DISTRICT and/or to which  
21 DISTRICT'S employees are normally entitled, including, but not  
22 limited to, State Unemployment Compensation or Workers'  
23 Compensation. SUPERINTENDENT assumes the full responsibility for  
24 the acts and/or omissions of his/her employees or agents as they  
25 relate to the services to be provided under this AGREEMENT.  
SUPERINTENDENT shall assume full responsibility for payment of all



1 federal, state and local taxes or contributions, including  
2 unemployment insurance, social security and income taxes with  
3 respect to SUPERINTENDENT'S employees.

4 5.0 HOLD HARMLESS/INDEMNIFICATION.

5 A. SUPERINTENDENT hereby agrees to indemnify, defend, and hold  
6 harmless DISTRICT, its Governing Board, officers, agents, and  
7 employees from liability and claims of liability for bodily injury,  
8 personal injury, sickness, disease, or death of any person or  
9 persons, or damage to any property, real personal, tangible or  
10 intangible, arising out of the negligent acts or omissions of  
11 employees, agents or officers of SUPERINTENDENT or the Orange County  
12 Board of Education during the period of this AGREEMENT.

13 B. DISTRICT hereby agrees to indemnify, defend, and hold harmless  
14 SUPERINTENDENT, the Orange County Board of Education, and its  
15 officers, agents, and employees from liability and claims of liability  
16 for bodily injury, personal injury, sickness, disease, or death of any  
17 persons or persons, or damage to any property, real, personal,  
18 tangible or intangible, arising out of the negligent acts or omissions  
19 of employees, agents or officers of DISTRICT during the period of this  
20 AGREEMENT.

21 6.0 ASSIGNMENT. The obligations of the DISTRICT pursuant to  
22 this AGREEMENT shall not be assigned by the DISTRICT without prior  
23 written approval of SUPERINTENDENT.

24 7.0 TOBACCO USE POLICY. In the interest of public health, the  
25 SUPERINTENDENT provides a tobacco-free environment. Smoking or the  
use of any tobacco products are prohibited in buildings and

1 vehicles, and on any property owned, leased or contracted for by the  
2 SUPERINTENDENT pursuant to SUPERINTENDENT Policy 400.15. Failure to  
3 abide with conditions of this policy could result in the termination  
4 of this AGREEMENT.

5 8.0 NON-DISCRIMINATION. SUPERINTENDENT and DISTRICT agree that  
6 they will not engage in unlawful discrimination in employment of  
7 persons because of race, color, religious creed, national origin,  
8 ancestry, physical handicap, medical condition, marital status, or  
9 sex of such persons.

10 9.0 NOTICE. All notices or demands to be given under this  
11 AGREEMENT by either party to the other, shall be in writing and  
12 given either by: (a) personal service or (b) by U.S. Mail, mailed  
13 either by registered or certified mail, return receipt requested,  
14 with postage prepaid. Service shall be considered given when  
15 received if personally served or if mailed on the third day after  
16 deposit in any U.S. Post Office. The address to which notices or  
17 demands may be given by either party may be changed by written  
18 notice given in accordance with the notice provisions of this  
19 section. At the date of this AGREEMENT, the addresses of the  
20 parties are as follows:

21 DISTRICT: Fountain Valley School District  
22 10055 Slater Avenue  
23 Fountain Valley, California 92708  
24 Attn: \_\_\_\_\_

25 SUPERINTENDENT: Orange County Superintendent of Schools  
200 Kalmus Drive  
P.O. Box 9050  
Costa Mesa, California 92628-9050  
Attn: Patricia McCaughey

1 10.0 NON WAIVER. The failure of SUPERINTENDENT or DISTRICT to  
2 seek redress for violation of, or to insist upon, the strict  
3 performance of any term or condition of this AGREEMENT shall not be  
4 deemed a waiver by that party of such term or condition, or prevent  
5 a subsequent similar act from again constituting a violation of such  
6 term or condition.

7 11.0 SEVERABILITY. If any term, condition or provision of this  
8 AGREEMENT is held by a court of competent jurisdiction to be  
9 invalid, void, or unenforceable, the remaining provisions will  
10 nevertheless continue in full force and effect, and shall not be  
11 affected, impaired or invalidated in any way.

12 12.0 GOVERNING LAW. The terms and conditions of this AGREEMENT  
13 shall be governed by the laws of the State of California with venue  
14 in Orange County, California.

15 13.0 ENTIRE AGREEMENT/AMENDMENT. This AGREEMENT and any exhibits  
16 attached hereto constitute the entire agreement among the Parties to  
17 it and supersedes any prior or contemporaneous understanding or  
18 agreement with respect to the services contemplated, and may be  
19 amended only by a written amendment executed by both Parties to the  
20 AGREEMENT.

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IN WITNESS WHEREOF, the Parties hereto set their hands.

DISTRICT: FOUNTAIN VALLEY SCHOOL  
DISTRICT

ORANGE COUNTY SUPERINTENDENT  
OF SCHOOLS

BY: \_\_\_\_\_  
Authorized Signature

BY: Patricia McCaughey  
Authorized Signature

PRINTED NAME: \_\_\_\_\_

PRINTED NAME: Patricia McCaughey

TITLE: \_\_\_\_\_

TITLE: Coordinator

DATE: \_\_\_\_\_

DATE: March 7, 2011

FVSD-Income-Holt Training(6587)11  
ZIP4

**WEST ORANGE COUNTY CONSORTIUM FOR SPECIAL EDUCATION**

**CONFIDENTIAL MEMO**

To: FVSD Board Members  
From: Patrick J Middleton, Fiscal/MIS Manager  
West Orange County Consortium for Special Education  
Date: March 29, 2011  
Subject: **Non-Public Agency Contracts**

Board Meeting Date: April 07, 2011

Under current consortium budget agreements, any unfunded cost of NPS/NPA placement is a cost to the general fund of the resident district. It is recommended that the following non-public school/agency contract/addendum be approved and that the West Orange County Consortium for Special Education be authorized to receive invoices and process payment.

Student's Name	Non-Public School/Agency	100% Contract/ Addendum	Effective Dates
756126-1508	Cornerstone Therapies	2,350.00	February 01, 2011 to June 30, 2011

Approved by the FVSD Board of Trustees  
April 07, 2011

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Marc Ecker, Ph.D.  
Superintendent

**INDIVIDUAL SERVICE AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES**  
(Education Code 56365 et seq.)

All terms and conditions of the current Master Contract for Nonpublic, Nonsectarian School Agency (NPS/NPA), hereinafter referred to as the Master Contract, previously executed by the parties hereto, are incorporated herein by reference. The CONTRACTOR will implement the Individualized Education Program (IEP), and will request an IEP review prior to any change in the service program.

Date: 03-29-11 Local Education Agency: Fountain Valley School District  
 Nonpublic School/Agency: Cornerstone Therapies  
 Pupil Name: 756126-1508 DOB \_\_\_\_\_  
Last, First Middle :  
 Address: \_\_\_\_\_  
Street City Zip  
 Sex: \_\_\_\_\_ Grade: Preschool Residential Setting (Indicate Home, Foster, JCS or LCI): Home  
(K - 8 or 9 - 12)  
 If LCI, indicate number:

**CONTRACT TERMS:**

1. The pupil's teacher/service provider will hold the following credential/license: Licensed Speech Pathologist, Licensed Physical Therapist, Occupational Therapist
2. The class size for the pupil will not exceed N/A, and/or therapist/pupil ratio will be 1:1
3. The length of the instructional program will be N/A per day, Monday through Friday. (Nonpublic school only)
4. AUTHORIZED educational services as specified in the IEP shall be provided by the CONTRACTOR up to the amount specified.

**A. BASIC EDUCATION PROGRAM (Applies to nonpublic schools only):**

Number of days                      x Per Diem                      TOTAL BASIC EDUCATION COSTS

**B. DESIGNATED INSTRUCTION AND SERVICES/RELATED SERVICES:**

SERVICES	Provider Type	Per Session Total	Cost Per Session	Maximum No. Sessions	Maximum Total Cost for Contracted Period
1. Assessments/Testing/Evaluations (RATE)	NPA	0.00 Session	112.50	2.00	225.00
2. Physical Therapy - Clinic 2x45min/wk	NPA	60.00 Minutes	85.00	25.00	2,125.00

Maximum Total Related Services Costs (B) 2,350.00

Maximum Total Basic Education and Related Services Costs (A + B) \_\_\_\_\_

Maximum Per Diem for Basic Education \_\_\_\_\_

INDIVIDUAL SERVICE AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES  
(Education Code 56365 et seq.)

All terms and conditions of the current Master Contract for Nonpublic, Nonsectarian School Agency (NPS/NPA), hereinafter referred to as the Master Contract, previously executed by the parties hereto, are incorporated herein by reference. The CONTRACTOR will implement the Individualized Education Program (IEP), and will request an IEP review prior to any change in the service program.

Other Provisions (attachments as necessary): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The parties hereto have executed this contract by and through their duly authorized agents or representatives.

This contract is effective on: February 01, 2011  
and terminates on 5:00 p.m. on: June 30, 2011  
unless sooner terminated as provided herein.

-CONTRACTOR-

-DISTRICT-

Cornerstone Therapies  
(Name of Nonpublic School/Agency)

Fountain Valley School District  
(Name of School District)

\_\_\_\_\_  
(Contracting Officer's Signature) Date

\_\_\_\_\_  
(Signature) Date

\_\_\_\_\_  
(Type Name and Title)

Marc Ecker, Ph.D.  
(Type Name of Superintendent)

18700 Beach Blvd., Suite 120, Huntington Beach, CA 92648  
(Address)

714-962-6760                      714-962-5961  
(Telephone Number)                      (FAX Number)

33-0921156  
(Federal I.D. or Social Security Number)

APPROVED BY THE GOVERNING BOARD ON \_\_\_\_\_