



Fountain Valley School District

BOARD OF TRUSTEES  
REGULAR MEETING

**A G E N D A**

Education Center  
Board Room  
10055 Slater Avenue  
Fountain Valley, CA

**May 5, 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.*

- PLEDGE OF ALLEGIANCE led by Boy Scout Troop 455.

### **SPECIAL PRESENTATIONS**

#### **1. RECOGNITION OF STUDENTS FROM COURREGES SCHOOL**

It is an interest of the Board of Trustees to recognize students who display high achievement, improvement or extraordinary effort. The Board will recognize seven outstanding students from Courreges School.

#### **2. RECOGNITION OF PARENT VOLUNTEERS FROM COURREGES SCHOOL**

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 Courreges School, the Board shall recognize and thank Kazuto Augustus and Kim Bees.

#### **3. RECOGNITION OF STUDENTS FROM PLAVAN SCHOOL**

It is an interest of the Board of Trustees to recognize students who display high achievement, improvement or extraordinary effort. The Board will recognize six outstanding students from Plavan School.

#### **4. RECOGNITION OF PARENT VOLUNTEERS FROM PLAVAN SCHOOL**

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 Plavan School, the Board shall recognize and thank JoJo Caprini and Amy Sheeks.

### **STAFF REPORTS AND NOTICES**

The staff makes the following reports and presentations to the Board of Trustees for their information and discussion. Board members are welcome to address questions and comments to the presenters. Other staff and community members should reserve any responses until the Board President calls for public comments.

#### **5. ANNOUNCEMENT OF PUBLIC HEARING FOR PERSONNEL COMMISSION BUDGET**

The Board of Trustees has received notification of the upcoming Public Hearing on the Personnel Commission's proposed budget for 2011-12. The Public Hearing shall be held on May 26, 2011 at 6:00 pm. Public input will be welcomed.

**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**

**6. RESOLUTION 2011-29: IN RECOGNITION OF FOUNTAIN VALLEY SCHOOL DISTRICT'S PUBLIC EDUCATION PROFESSIONALS**

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

The Board of Trustees recognizes that educational professionals provide valuable services to the schools and students of the Fountain Valley School District and the Board is gratified by the overall academic performance of our students who have been so well prepared by our teachers and supported by our classified staff.

Superintendent's Recommendation: It is recommended that the Board of Trustees adopt Resolution 2011-29: Recognition of Fountain Valley School District's Public Education Professionals in honor of Month of the Public Education Professional in the Fountain Valley School District.

**7. 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**

- 7-A.** Board Meeting Minutes from April 7<sup>th</sup> regular meeting
- 7-B.** Personnel Items (Employment Functions, Workshops/Conferences, and Consultants)
- 7-C.** Donations
- 7-D.** Warrants
- 7-E.** Purchase Order Listing
- 7-F.** Budget Transfers

**Consent Items**

- 7-G. RESOLUTION 2011-30: IN CELEBRATION OF MAY 11, 2011 AS CALIFORNIA'S DAY OF THE TEACHER AND MAY 2-6, 2011 AS TEACHER APPRECIATION WEEK**

Superintendent's Comments: It is recommended that the Board of Trustees adopts Resolution 2011-30: In Celebration of May 11, 2011 as California's Day of the Teacher and May 2-6, 2011 as Teacher Appreciation Week.

- 7-H. RESOLUTION 2011-31: FOUNTAIN VALLEY SCHOOL DISTRICT'S CLASSIFIED EMPLOYEE WEEK: MAY 15-21, 2011**

Superintendent's Comments: It is recommended that the Board of Trustees adopts Resolution 2011-31: Fountain Valley School District's Classified Employee Week.

- 7-I. RESOLUTION 2011-32: RESOLUTION OF APPRECIATION TO OUR SCHOOL NURSES ON NATIONAL SCHOOL NURSE DAY, MAY 11, 2011**

Superintendent's Comments: It is recommended that the Board of Trustees adopts Resolution 2011-32: Resolution of Appreciation to our School Nurses on National School Nurse Day, May 11, 2011.

- 7-J. PROCLAMATION OF APPRECIATION TO OUR SPEECH/LANGUAGE PATHOLOGISTS DURING MAY 2011: BETTER SPEECH AND HEARING MONTH**

Superintendent's Comments: It is recommended that the Board of Trustees approves the Proclamation of Appreciation to our Speech/Language Pathologists during May 2011: Better Speech and Hearing Month.

- 7-K. LOCAL EDUCATION AGENCY (LEA) PLAN FOR JULY 1, 2010 THROUGH JUNE 30, 2015**

Superintendent's Comments: It is recommended that the Board of Trustees approves the Local Education Agency Plan.

- 7-L. E-RATE REVENUE HISTORY REPORT**

Superintendent's Comments: It is recommended that the Board of Trustees approves

the E-Rate Revenue History Report.

#### **7-M. SINGLE PLANS FOR STUDENT ACHIEVEMENT**

Superintendent's Comments: It is recommended that the Board of Trustees approves the eleven revised Single Plans for Student Achievement.

#### **7-N. REPORT FROM DISTRICT ENGLISH LANGUAGE ACQUISITION COMMITTEE (DELAC) TO BOARD OF TRUSTEES**

Superintendent's Comments: It is recommended that the Board of Trustees approves the Report from the District English Language Acquisition Committee, pursuant to 5 CCR 11308[c], EC 62002.5, 52176 [a], and the English Language Categorical Program document under the Involvement Dimension (I-EL3), and take under advisement the contents of the Report for action during the 2010-11 school year.

#### **7-O. RESOLUTION 2011-33: RESOLUTION IN SUPPORT OF CALIFORNIA'S MAY 9-13 WEEK OF ACTION**

Superintendent's Comments: It is recommended that the Board of Trustees adopts Resolution 2011-33 in support of California's May 9-13 Week of Action.

#### **7-P. 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	\$2,380	11/1/10-6/30/11
Cornerstone Therapies	\$300	7/1/10-6/30/11
Cornerstone Therapies	\$8,270	

#### **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, June 9, 2011 at 7:00pm.**

*A copy of the Board Meeting agenda is posted on the District's web site ([www.fvcsd.k12.ca.us](http://www.fvcsd.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.*

FOUNTAIN VALLEY SCHOOL DISTRICT  
Curriculum/Instruction

**MEMORANDUM**

**TO:** Marc Ecker, Ph.D., Superintendent  
**FROM:** Rosemary Eadie, Deputy Superintendent, Instruction/Personnel  
**SUBJECT:** ***STUDENT RECOGNITION PROGRAM***  
**DATE:** April 14, 2011

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**BACKGROUND INFORMATION**

One of the interests of the Board of Trustees is to broaden their recognition program to include students demonstrating improvement in a variety of areas and levels. Each elementary school will recognize one student per grade level and each middle school two students per grade level. Students will be selected by their principal and teachers based on the following criteria:

- extraordinary effort
- achievement
- improvement

At the Board Meeting on May 5, 2011, the following six students from **Courreges and Plavan Schools** will be recognized.

**Courreges School**

Kindergarten	Dayanara & Dominike Lopez-Moreno
First Grade	Natalie Medina-Howard
Second Grade	Jason Edmondson
Third Grade	Dawson Ray
Fourth Grade	Meghan Powers
Fifth Grade	Jacob Richard

**Plavan School**

Kindergarten	Paige Sonderholzer
First Grade	Tina Nguyen
Second Grade	Julie Park
Third Grade	Evan Sheeks
Fourth Grade	Shayla Nguyen
Fifth Grade	Kevin Chow

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c: Joyce Buehler  
Julie Ballesteros

SO 10-11/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: **Parent Volunteers: Courreges School**  
DATE: April 27, 2011

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**Background:**

It is an interest of the Board of Trustees to acknowledge parent volunteers from all our school sites. At this board meeting, parent volunteers from Courreges School will be recognized.

Volunteers are selected by the principal and/or Parent Teacher unit at the school and are honored for their diligent and loyal commitment to students and staff. Any of the following criteria may be considered when a school selects its volunteers for recognition by the Board of Trustees:

- The person selected has shown a consistent commitment to the school.
- The person selected is dependable.
- The person selected has performed acts of service which genuinely aid school staff such as serving as room parent, performing bookkeeping or tallying for fund raising activities, serving as a volunteer for music, art or theater presentations, assisting in a classroom, the library or student store, or serving as a chaperone for school activities.
- The person selected can be counted on to see a project through to its conclusion.
- The person selected has regularly performed a service that provides special mentoring, support or motivation to one or more students.

I am proud to name the outstanding and deserving volunteers being recognized from Courreges School.

**Courreges School**

♥ **Kazuto Augustus**

♥ **Kim Bees**



FOUNTAIN VALLEY SCHOOL DISTRICT  
Curriculum/Instruction

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At the Board Meeting on May 5, 2011, the following six students from **Courreges and Plavan Schools** will be recognized.

**Courreges School**

Kindergarten	Dayanara & Dominike Lopez-Moreno
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**Plavan School**

Kindergarten	Paige Sonderholzer
First Grade	Tina Nguyen
Second Grade	Julie Park
Third Grade	Evan Sheeks
Fourth Grade	Shayla Nguyen
Fifth Grade	Kevin Chow

kn

c: Joyce Buehler  
Julie Ballesteros

SO 10-11/B43-11  
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: **Parent Volunteers: Plavan School**  
DATE: April 27, 2011

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**Background:**

It is an interest of the Board of Trustees to acknowledge parent volunteers from all our school sites. At this board meeting, parent volunteers from Plavan School will be recognized.

Volunteers are selected by the principal and/or Parent Teacher unit at the school and are honored for their diligent and loyal commitment to students and staff. Any of the following criteria may be considered when a school selects its volunteers for recognition by the Board of Trustees:

- The person selected has shown a consistent commitment to the school.
- The person selected is dependable.
- The person selected has performed acts of service which genuinely aid school staff such as serving as room parent, performing bookkeeping or tallying for fund raising activities, serving as a volunteer for music, art or theater presentations, assisting in a classroom, the library or student store, or serving as a chaperone for school activities.
- The person selected can be counted on to see a project through to its conclusion.
- The person selected has regularly performed a service that provides special mentoring, support or motivation to one or more students.

I am proud to name the outstanding and deserving volunteers being recognized from Plavan School.

**Plavan School**

♥ JoJo Caprini

♥ Amy Sheeks

**Annual Budget of Personnel Commission**  
**Fiscal Year 2011-2012**  
(Education Code Section 45253)

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Fountain Valley School District, Orange County, California

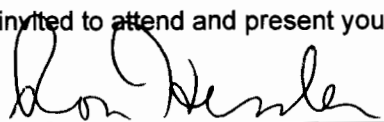
**NOTICE OF PUBLIC HEARING BY THE PERSONNEL COMMISSION**

TO: The Governing Board and District Administration

The public hearing on this proposed budget will be held on May 26, 2011, 6 pm

at the Fountain Valley School District Education Center.

You are invited to attend and present your views.



Chairman or Director of Personnel Commission

4/26/11

Date

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**ADOPTED ANNUAL BUDGET OF PERSONNEL COMMISSION**

TO: Wendy Benkert, Assistant Superintendent, Business Services  
Orange County Department of Education

This proposed budget was adopted subsequent to a public hearing by the Personnel Commission of the district.

DATE OF MEETING: \_\_\_\_\_

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**REVIEWED BY THE DISTRICT SUPERINTENDENT**



Superintendent

4/27/11

Date

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Chairman or Director of Personnel Commission

Date

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**APPROVAL OF ANNUAL BUDGET OF PERSONNEL COMMISSION**

TO: The Governing Board and Personnel Commission

This report has been examined and approved by the ORANGE COUNTY SUPERINTENDENT OF SCHOOLS.

William Habermehl  
County Superintendent of Schools

\_\_\_\_\_, 2011

\_\_\_\_\_, Deputy

Wendy Benkert, Ed.D.  
Assistant Superintendent, Business Services



Fountain Valley School District  
**RESOLUTION 2011-29**

**IN RECOGNITION OF FOUNTAIN VALLEY SCHOOL DISTRICT'S  
PUBLIC EDUCATION PROFESSIONALS**

**WHEREAS**, educational professionals provide valuable services to the schools and students of the Fountain Valley School District; and

**WHEREAS**, public employees participate in countless activities that contribute to and support a positive instructional environment; and

**WHEREAS**, the Board of Trustees of the Fountain Valley School District is gratified by the overall academic performance of our students who have been so well prepared by our teachers and supported by our classified staff; and

**WHEREAS**, the Fountain Valley School District values our public employees who provide direct instructional and support services to our students; and

**WHEREAS**, interest-based bargaining has a long tradition of being utilized within the Fountain Valley School District in bringing labor and management together to reach contractual agreements; and

**WHEREAS**, collective bargaining is a process used in the Fountain Valley School District to successfully reach agreement through compromise; and

**WHEREAS**, the Board of Trustees of the Fountain Valley School District upholds the collective bargaining laws of the State of California reaffirming the legitimacy of public employees through their bargaining representative the right to meet with their employer in an atmosphere of mutual respect; and

**THEREFORE, BE IT RESOLVED** that the Fountain Valley School District Board of Trustees hereby recognizes and honors the contributions of our educational professionals to quality education within the state of California and in the Fountain Valley School District and declares May 2011 as the Month of the Public Education Professional.

*Adopted by the following vote of the Fountain Valley School District Board of Trustees on May 5, 2011.*

Ayes: \_\_\_\_\_

Nays: \_\_\_\_\_

Abstentions: \_\_\_\_\_

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Judy Edwards, President

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Ian Collins, President Pro Tem

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Christine Allcorn, Clerk

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Jimmy Templin, Member

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Sandra Crandall, Member

Fountain Valley School District  
Superintendent's Office

**REGULAR MEETING OF THE BOARD OF TRUSTEES**

10055 Slater Avenue  
Fountain Valley, CA 92708

**April 7, 2011**

**MINUTES**

President Pro Tem Judy Edwards called the regular meeting of the Board of Trustees to order at 6:05pm. **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

**Motion:** Mr. Collins moved to approve the meeting agenda **AGENDA APPROVAL**

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

The public portion of the meeting resumed at 7:21pm.

Mrs. Crandall led the Pledge of Allegiance.

PLEDGE OF  
ALLEGIANCE  
CLOSED SESSION  
ANNOUNCEMENT

Mrs. Allcorn read the following closed session announcement:

"Based upon the Board's review and acceptance of the Administrative Hearing Panel's findings of facts and recommendation for expulsion, I move that Student #1062301083 be expelled from the Masuda Middle School through the 3<sup>rd</sup> trimester of the 2010-2011 school year. I further move that the student be transferred to Fulton Middle School through the 3<sup>rd</sup> trimester of the 2010-11 school year."

Second: Mrs. Crandall

Vote: 5-0

Mrs. Allcorn made the following second closed session announcement:

"Based upon the Board's review and acceptance of the Administrative Hearing Panel's findings of facts and recommendation for expulsion, Mr. Collins moved that Student #9045829091 be expelled from Masuda Middle School through the 3<sup>rd</sup> trimester of the 2010-11 school year. Mr. Collins further moved that the student be transferred to Moiola School through the 3<sup>rd</sup> trimester of the 2010-11 school year."

Second: Mr. Templin

Vote: 5-0

**SPECIAL PRESENTATIONS**

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 made a presentation to the Board of Trustees on ACE's recent participation in the Sacramento Safari. Presenting this evening were Alan Gandall, Jim Frederisy, Crystal Abbott, Laura Gilmore, Ian Collins and Lisa Schultz.

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

**BOARD REPORTS AND COMMUNICATIONS**

Mr. Templin enjoyed the ACE meeting as well as Open House at Masuda and Fulton. He participated in a webinar for school districts regarding law enforcement and inter-government committee relations. He also participated in the meeting of the Fountain Valley Triathlon Committee. He enjoyed the Festival of the Arts and noted that it was a great opportunity to see music and arts in the District. He also noted that the School Boundary and Closure Committee had their first meeting and that minutes from this meeting were available on the District web site.

BOARD REPORTS AND  
COMMUNICATIONS

Mrs. Allcorn enjoyed the Middle School Choir's performance as a part of the Festival of the Arts as well as the Orchestra Night. She commended the Foundation for their execution of these wonderful events. She also enjoyed Open House at Fulton as well as the induction ceremony for the Tamura Jr. National Honor Society. She joined Mrs. Edwards in meeting with Assemblyman Mansoor. And she commended Mrs. Sharpe for her receptiveness in response to feedback on the district's food service program. And she also attended the parent information night for the District's Preppy K and All Day Kindergarten pilot programs and was pleased to report that 157 parents attended this meeting with interest. She also noted that Kindergarten Round Up at Tamura earlier today went well.

Mr. Collins enjoyed 4 days in the Masters in Governance training and noted how amazing it is what information is learned through this program. He attended the SPC meeting as well as the Sacramento Safari with ACE and noted that this trip was enjoyable as usual. He enjoyed

Open House at Talbert as well as the Middle School Choir's performance. He noted that it would be heartbreaking if this were ever cut. He also enjoyed the Jr. National Honor Society induction ceremony at Tamura and noted how well the ceremony was performed.

Mrs. Crandall thanked each of the ACE representatives that attended the Sacramento Safari for representing the District so well. She also congratulated Mrs. Edwards on her reelection to the Delegate Assembly. She enjoyed the opening of the Pony League baseball as well as a tour of the alternative high school at Harbor and Lilac. She presented a Parent Academy Training on 1<sup>st</sup> and 2<sup>nd</sup> grade math and attended the Kindergarten options parent information meeting. She commended Rosemary on her presentation. She also enjoyed the Mayor's Breakfast with a presentation by the Orange County Property Tax Assessor's Office. She enjoyed tours of the Maintenance and Operations facilities as well as ESP and a practice of the Fountain Valley Middle School Singers. She also enjoyed the induction ceremony at Tamura for their Jr. National Honors Society as well as the Rotary Every Student Succeeding Breakfast and the Festival of the Arts concerts. She enjoyed Open House at Talbert and Masuda as well as the St. Patrick's Day luncheon and Spring Breakfast at the District Office and the FVEF meeting in addition to the Fountain Valley Chamber's Educational Committee meeting. She was pleased to report that the planning was going well for the upcoming Student in Business Day. And lastly, she participated in webinars hosted by CSBA on the Open Enrollment Act and children's wellbeing.

Mrs. Edwards enjoyed the induction ceremony for the Jr. National Honor Society at Tamura School as well as the Every Student Succeeding breakfast hosted by Rotary at the District Office. She joined Mrs. Allcorn in visiting Assemblyman Mansoor and noted that the visit was very interesting.

## **PUBLIC COMMENTS**

There were three requests to address the board. Three Moiola parents addressed the board on their concerns that Moiola may be closed. They urged the board not to close Moiola School.

## **PUBLIC COMMENTS**



**LEGISLATIVE SESSION**

Mrs. Crandall requested that items 2M English Learners Master Plan—March 2011 and 2P 2010-11 Program Effectiveness Results be pulled for separate vote.

**CONSENT  
CALENDAR/  
ROUTINE ITEMS OF  
BUSINESS**

**Motion:** Mrs. Allcorn moved to approve the Consent Calendar/Routine Items of Business with the exception of items 2M and 2P.

Second: Mr. Collins

Vote: 5-0

**Motion:** Mrs. Crandall moved to approve item 2M English Learners Master Plan—March 2011.

Second: Mr. Templin

Mrs. Crandall noted her feeling that this item is worth pulling for a separate vote as the report is very well done. She noted her appreciation that the report was completed early, given the upcoming retirement of Mrs. Minnesang. She noted that the percentage of English Learner students served is up but that reclassification of these students is also up. She also noted that 80% are working in mainstream classrooms. Both points are notable and the results of proper assessment and proper remedy. Mr. Collins and Mrs. Edwards also noted that this is the result of good teaching.

Vote: 5-0

**Motion:** Mrs. Allcorn moved to approve item 2P 2010-11 Program Effectiveness Results

Second: Mr. Collins

Mrs. Crandall noted that she also thought this report merited a separate vote and that the district is outpacing the State and County by 6% as indicated in this report. She also noted that the number of students not making redesignation is down, the right way for this number to go. She also noted the positive evaluation of the Title I reading specialists at Oka and Cox and the 70% and 60% satisfaction with training at these sites respectively. She noted that this is a salute to the leadership at the top and the

teaching.

Vote: 5-0

The Consent Calendar included:

- Board Meeting Minutes from March 10<sup>th</sup> regular meeting
- Personnel Items
- Donations
- Warrants
- Purchase Order Listing
- Budget Transfers
- Approval of Receipt of Fountain Valley Education Association's Initial Contract Proposals for 2011-12
- Approval of Receipt of Fountain Valley School District Initial Contract
- Approval of Williams Quarterly Report for Third Quarter 2010-11
- Approval of EISS Grant Application – Tamura
- Approval of Settlement Agreement/Reimbursement
- Approval of Retainer Agreement for Legal Services with Margaret A. Chidester & Associates
- Approval of English Learner Master Plan—March 2011
- Adoption of Resolution 2011-28 Public Entity Resolution and Contract for Deposit of Moneys with Union Bank
- Approval of Altaware, Inc.
- Approval of 2009-10 Program Effectiveness Results
- Approval of Settlement Agreement
- Approval of Settlement Agreement
- Approval of 6-8 Grade Teacher Training in Holt Core English Language Arts
- Non-Public Agency Contracts

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

## NEW ITEMS OF BUSINESS

Mr. Collins Noted his desire to see a change in how the Board conducts the discussion of their Board Interests and District Goals explaining that he would prefer to see this begin in the Spring in order to tie into the Budget development process. He explained that in the current climate, it is difficult to develop a goal or interest if there is not the money for it. He

noted the need to tie our budget discussions to the Board Interests and District Goals discussions.

- Mrs. Allcorn      Noted that she liked the idea of a public meeting where the Board can discuss these. She noted that the difference between the interests and the goals is that the interests are the chance for the Board to put a broad idea out there and once these become district goals then it is important to make sure the budget is there for them. She noted that she does like the idea of a public meeting to discuss these.
- Mr. Collins        Noted that there are major issues facing the Board and that they have not yet had the chance to have that sort of open discussion. He noted that while he does not want to create an unnecessary meeting, that if he does feel it would be productive time.
- Dr. Ecker          Agreed that this sort of meeting would be productive and that given the difference between the Board Interests and District Goals, perhaps the Board Interests can be repositioned on the calendar prior to the current July, possibly before the district adopts its budget, so that Board can drive interests toward the budget.
- Mrs. Edwards      Noted that Board Interests do not need to be discussed at the same time as the District Goals.
- Mr. Collins        Noted his desire to keep the process transparent and that the public has interest in the discussion.
- Mrs. Crandall      Noted the three study sessions held each year and that she is looking forward to the process taking place.
- Dr. Ecker          Thanked the ACE representatives for their presentation and noted his delight in having such great advocates for what the district does.
- Dr. Ecker          Enjoyed the Festival of the Arts and noted the

link between high performing districts and performing arts programs. He noted that the performing arts touch the common core of education.

Dr. Ecker            Thanked the Moiola parents who came forward to address the Board tonight. He noted that he speaks for the Board in saying that the study is a very difficult part but that it is something that has been done in this district for quite some time, having originally had 18 schools and now having only 11. He noted that the district has been able to stay away from closure in the past but that now it is more important than ever to consider expenses and the importance of operating efficiently. He noted the committee is driven in the process not by ease but by the responsibility to maintain a well balanced school district. He noted that the meetings are open and very much a transparent process and if there are any ideas as to how the meetings or information can be more accessible, the district is open to hearing them. He noted that the recommendation is scheduled to come to the Board in the Fall and that there will be public hearings and deliberation. If it is recommended to close a school or schools, then this would not be in effect until 2012, a year from September. He noted that public input is welcome.

Mrs. Edwards      Thanked those Moiola parents who addressed the Board, noting that they are always welcome to address the Board.

Mrs. Edwards      Thanked those ACE committee members who attended the Sacramento Safari on behalf of the District and for their presentation this evening.

## **CLOSED SESSION**

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

- Personnel Matters: *Government Code 54957 and 54957.1*  
Appointment/Assignment/Promotion of employees;  
employee discipline/dismissal/release; evaluation of

**CLOSED SESSION**

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

## ADJOURNMENT

**Motion:** Mrs. Allcorn moved to adjourn the meeting at 9:05pm.

**Second:** Mr. Collins

**Vote:** Unanimously approved

/rh

**FOUNTAIN VALLEY SCHOOL DISTRICT**  
**PERSONNEL ITEMS FOR APPROVAL**  
**May 5, 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	Workman, Tiffini	Teacher	Courreges	Maternity	04/05/2011
1.1.2	Henley, Jane	Teacher	Masuda	Medical	02/18/2011
1.1.3	Smith, Caroline	Teacher	Moiola	Medical	01/25/2011
1.1.4	Burtle, Nicole	Speech	Newland	Maternity	04/09/2011
1.1.5	James, Brooke	Teacher	Talbert	Medical	04/28/2011

**1.2 DEPUTY SUPERINTENDENT REQUESTS APPROVAL 2011-2012 SCHOOL YEAR CALENDAR (see attachment A)**

**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	Harmony Folger	IA	Gisler	3/29/2011
2.1.2	Christine Gonzales	P/S Aide	Oka	4/11/2011
2.1.3	Josephine Tinawin	IA DTT Rover	Rover	4/12/2011

**2.2 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>
2.2.1	Michelle Hulstein	IA S/H P/H	Plavan	Medical	3/10/2011
2.2.2	Micki Colville	SAA	Oka	Family	4/4/2011
2.2.3	Bonnie Valles	OA	Fulton	Medical	3/17/2011
2.2.4	Sharon Knight	IA S/H P/H	Plavan	Medical	4/22/2011

**2.3 DEPUTY SUPERINTENDENT REQUESTS APPROVAL OF THE RETIREMENT OF CLASSIFIED EMPLOYEE, ERNEST ONAKA, CUSTODIAN AT COX, EFFECTIVE 06/16/2011.**

**3.0 WORKSHOP/CONFERENCE ATTENDANCE:**

	<u>NAME</u>	<u>ATTENDING</u>	<u>LOCATION</u>	<u>COST</u>	<u>BUDGET</u>	<u>DATES</u>
3.1	CSBA	Edwards, Judy	Sacramento, CA	Actual & Necessary	012719166-5210	5/13-16

<b>FOUNTAIN VALLEY SCHOOL DISTRICT</b>			Attachment A
<b>2011-2012 SCHOOL YEAR CALENDAR</b>			
AUGUST	22-Monday	ADMISSIONS DAY HOLIDAY	
	23-31	1 DAY RETURNING TEACHER PRE-SERVICE	
	23-Tuesday	SCHOOL OFFICES OPEN TO PUBLIC	
SEPTEMBER	1,2,6	TEACHER PRE-SERVICE DAYS	
	5- Monday	LABOR DAY HOLIDAY	
	<b>7-Wednesday</b>	<b>FIRST DAY OF SCHOOL</b>	
	15-Thursday	BACK-TO-SCHOOL NIGHT K-5/8	
	22-Thursday	BACK-TO-SCHOOL NIGHT 6-8	
OCTOBER	14	MID TRIMESTER	
	31-Monday	PARENT CONFERENCE DAY (Modified day)	
NOVEMBER	1-4	PARENT CONFERENCE DAYS (Modified days)	
	11-Friday	VETERANS DAY OBSERVED	
	21-25	THANKSGIVING RECESS	
<b>END OF FIRST TRIMESTER 57 DAYS – DECEMBER 2</b>			
DECEMBER	19 – 31	WINTER RECESS	
JANUARY	2- Monday	WINTER RECESS	
	3- Tuesday	RETURN TO SCHOOL	
	16-Monday	MARTIN LUTHER KING BIRTHDAY HOLIDAY	
	27	MID TRIMESTER	
FEBRUARY	20-Monday	PRESIDENTS' DAY HOLIDAY	
	21-Tuesday	LINCOLN'S BIRTHDAY HOLIDAY	
	<b>22-24</b>	<b>FURLOUGH DAYS (1, 2, 3)</b>	
MARCH	22- Thursday	OPEN HOUSE 6-8	
	28-30	PARENT CONFERENCE DAYS (Modified days)	
<b>END OF SECOND TRIMESTER – 58 DAYS – MARCH 16</b>			
APRIL	<b>6-FRIDAY</b>	<b>FURLOUGH DAY -4</b>	
	9-13	SPRING RECESS	
	19-Thursday	OPEN HOUSE K-5/8	
MAY	4	MID TRIMESTER	
	28- Monday	MEMORIAL DAY HOLIDAY	
	29- Tuesday	MODIFIED DAY-FVEA/FVSD CERTIFICATED RETIREE RECOGNITION	
JUNE	18-20	MODIFIED DAYS	
	20-Wednesday	LAST DAY OF SCHOOL	
	<b>21-Thursday</b>	<b>SCHOOL OFFICES CLOSED (FURLOUGH DAY-5)</b>	
<b>END OF THIRD TRIMESTER – 61 DAYS – JUNE 20</b>			
JUNE	26	SCHOOL OFFICES CLOSED TO PUBLIC	
<b>DAYS OF INSTRUCTION-176</b>			

**Furlough days may become instructional days depending on resolution of state budget.**

NOTE: Every Thursday school is in session is a modified day, plus 10 additional modified days.  
No instructional minutes are lost to students because of modified days.

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

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

May 5, 2011

<b>INSTRUCTION</b>
--------------------

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

	<u>NAME</u>	<u>ASSIGNMENT</u>	<u>SALARY</u>	<u>BUDGET</u>	<u>DATE</u>
4.1	PETRILLA, Gary (Talbert)	Track Coach (replacing John Wood)	\$125.00 stipend	01-014-3889-1115	April-June, 2011
4.2	NGUYEN, Ha 250 hrs (7/1-7/29/11) (8/16-8/31/11) DOMINGUEZ-RIVERA, Sandra 250 hrs (7/1-7/29/11) (8/16-8/31/11) SERRANO, Madeline 150 hrs (7/5-7/29/11) SEGURA, Jetzebel 100 hrs (7/5-7/29/11) WISHEK, Annemarie 250 hrs (7/5-7/29/11) (8/16-8/31/11) BLACKETT, Pamela 250 hrs (7/5-7/29/11) (8/16-8/31/11) MARSHALL, Andrea 100 hrs (7/5-7/29/11) STIGLITZ, Marci 100 hrs (7/5-7/29/11) MANDERSHEID, Marilyn 100 hrs (7/5-7/29/11) (Cat./Tech. )	CELDT Testing	Regular Hourly Rate (Nguyen, Dominguez- Rivera, Serrano, Segura)  Certificated Stipend Rate (Wishek, Blackett, Marshall, Stiglitz, Mandersheid)	01-030-8255-2413 (Nguyen, Dominguez- Rivera, Segura)  01-030-8255-2419 (Serrano)  01-030-8255-1119 (Wishek, Blackett, Marshall, Stiglitz, Mandersheid)	7-1-11 through 8-31-11
4.3	LOGAN, Sandi (Support Services)	SST Coordinator (District wide)	\$1,000.00	01-267-9962-1115	2010-11 school year
4.4	SCHROEDER, June (Support Services)	Providing Literacy/Auditory Processing Interventions Speech/Language Coordinator	\$1,000.00	01-248-9860-1115	2010-11 school year
4.5	KAJDASZ, Jennifer (CR) SCHLOSSER, Nicole (CX) FLORES, Staci (Ful) DIECIDUE, Lisa (Gis) ZAHEDI, Jeff (Mas) WALDINGER, Michael (Moi) DOYLE, Jill (OK) RIECK, Mara (Pla) ANDERSON, Amy (Tal) MCKEOWN, Jinny (Tam) (Support Services)	School Site Prevention	\$1,000.00 stipend per school site	01-267-9962-1115	2010-11 school year



FOUNTAIN VALLEY SCHOOL DISTRICT  
**DONATION ACCEPTANCE FORM**

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Cox Elementary

NAME OF DONOR: At+ \$ Matching Donation

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.)

\$ 50.00

# 335519

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

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

RECEIVED

APR 14 2011

BUSINESS SERVICES

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

REVENUE ACCT: -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 01 032 0000 8699

01 001 3289 4310

INTENDED USE: (State how this will be used ) classroom enhancement

REVIEWED: [Signature]  
Principal/Department Head

APPROVED/DISAPPROVED: 04-11-11  
Date

REVIEWED: [Signature]  
Assistant Superintendent  
Business/Administration

APPROVED/DISAPPROVED: 4/14/11  
Date

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

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

BOARD APPROVAL DATE: 5/5/11

FOUNTAIN VALLEY SCHOOL DISTRICT  
**DONATION ACCEPTANCE FORM**

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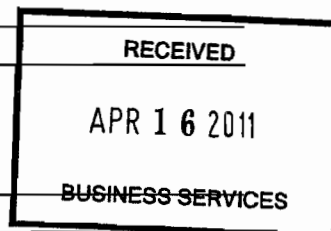
SCHOOL RECEIVING DONATION: Fulton

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.)  
\$935.14

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: 0129000-8699; EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 010232989 (see below)  
1115 - \$833.33; 3101 - \$68.76; 3313 - \$11.61; 3501 - \$5.77; 3601 - \$15.67

INTENDED USE: (State how this will be used ) Sports Release Time, Before/After School Programs

REVIEWED: \_\_\_\_\_

C. Christ  
Principal/Department Head

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

4/15/11

Date

REVIEWED: \_\_\_\_\_

[Signature]  
Assistant Superintendent  
Business/Administration

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

4/16/11

Date

REVIEWED: \_\_\_\_\_

\_\_\_\_\_  
Director, Technology/Media

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

Date

BOARD APPROVAL DATE: \_\_\_\_\_

5/5/11

FOUNTAIN VALLEY SCHOOL DISTRICT  
**DONATION ACCEPTANCE FORM**

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SCHOOL RECEIVING DONATION: Fred Moiola School

NAME OF DONOR: Wells Fargo Community Support Campaign

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.)

**Cash donation in the amount of \$20.00 from an employee during the Giving Campaign.**

**Check #959204**

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.)

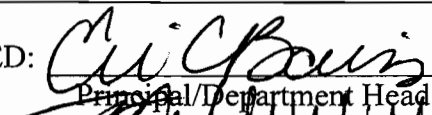
N/A

REVENUE ACCT: 013535350-8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 010013587-4310

INTENDED USE: (State how this will be used ) This donation will be used to purchase instructional supplies.

REVIEWED:

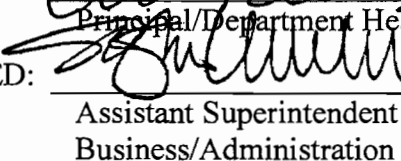
  
Principal/Department Head

APPROVED/DISAPPROVED:

3/31/11

Date

REVIEWED:

  
Assistant Superintendent  
Business/Administration

APPROVED/DISAPPROVED:

4/6/11

Date

REVIEWED:

Director, Technology/Media

APPROVED/DISAPPROVED:

Date

BOARD APPROVAL DATE:

3/31/11

FOUNTAIN VALLEY SCHOOL DISTRICT  
**DONATION ACCEPTANCE FORM**

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Fred Moiola School

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.)

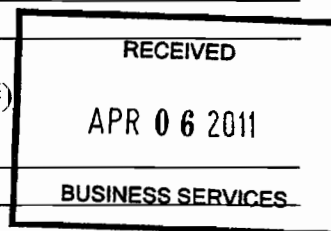
**Cash donation in the amount of \$3,000 – check #10040**

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: 013535350-8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 010123535-4320

INTENDED USE: (State how this will be used ) This donation will be used to purchase a new overhead projector and color printer cartridges for the Macintosh Computer Lab.

REVIEWED:

Ch. C. Babin  
Principal/Department Head

APPROVED/DISAPPROVED:

3/31/11

Date

REVIEWED:

[Signature]  
Assistant Superintendent  
Business/Administration

APPROVED/DISAPPROVED:

4/6/11

Date

REVIEWED:

Director, Technology/Media

APPROVED/DISAPPROVED:

Date

BOARD APPROVAL DATE:

5/3/11

FOUNTAIN VALLEY SCHOOL DISTRICT  
**DONATION ACCEPTANCE FORM**

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Fred Moiola School

NAME OF DONOR: Fred Moiola 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.)

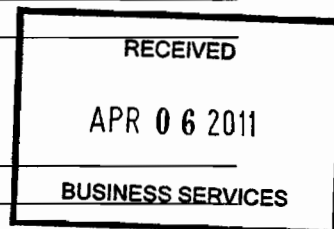
Cash donation in the amount of \$65.61 – check #2677

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: 010350000-8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 010013589-4310

INTENDED USE: (State how this will be used ) These funds will be used to pay for instructional supplies.

REVIEWED:

CW C. Davis  
Principal/Department Head

APPROVED/DISAPPROVED:

3/31/11  
Date

REVIEWED:

[Signature]  
Assistant Superintendent  
Business/Administration

APPROVED/DISAPPROVED:

4/6/11  
Date

REVIEWED:

\_\_\_\_\_  
Director, Technology/Media

APPROVED/DISAPPROVED:

\_\_\_\_\_  
Date

BOARD APPROVAL DATE:

5/5/11

FOUNTAIN VALLEY SCHOOL DISTRICT  
**DONATION ACCEPTANCE FORM**

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Newland DTT

NAME OF DONOR: MINH BUI

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.)

Two hundred dollars

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

NONE

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

NONE



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

NONE

REVENUE ACCT: 01258860.4310

EXPENDITURE ACCT(S) FOR BUDGET INCREASE:

INTENDED USE: (State how this will be used) For Newland DTT Program

REVIEWED: [Signature]  
Principal/Department Head

APPROVED/DISAPPROVED: 4/1/11  
Date

REVIEWED: [Signature]  
Assistant Superintendent  
Business/Administration

APPROVED/DISAPPROVED: 4/27/11  
Date

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

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

BOARD APPROVAL DATE: 5/5/11

FOUNTAIN VALLEY SCHOOL DISTRICT  
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Newland School

NAME OF DONOR: Newland PTA

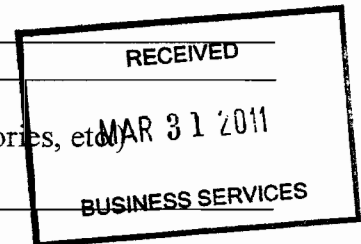
DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)

CASH Donation - CK# 3353  
\$ 2649.66

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: 0106 0000 -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 0100116895899

INTENDED USE: (State how this will be used ) The Grants for Laptops  
Warranty must be purchased for

REVIEWED: Kathy Davis  
Principal/Department Head

APPROVED/DISAPPROVED: (Signature)

3-7-11  
Date

REVIEWED: (Signature)  
Assistant Superintendent  
Business/Administration

APPROVED/DISAPPROVED: (Signature)

4/1/11  
Date

REVIEWED: (Signature)  
Director, Technology/Media

APPROVED/DISAPPROVED: (Signature)

4-1-11  
Date

BOARD APPROVAL DATE: 5/3/11

FOUNTAIN VALLEY SCHOOL DISTRICT  
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Newland School

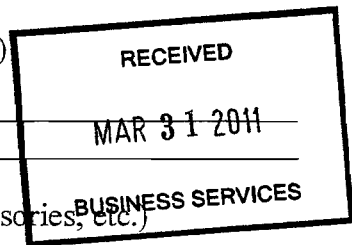
NAME OF DONOR: Wells Fargo Community Support Campaign

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.)

#50.00 #850970

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: 010600008699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 0100116898899

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

REVIEWED: [Signature]  
Principal/Department Head

APPROVED/DISAPPROVED: [Signature]

3.7.11  
Date

REVIEWED: [Signature]  
Assistant Superintendent  
Business/Administration

APPROVED/DISAPPROVED: [Signature]

4/1/11  
Date

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

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

\_\_\_\_\_  
Date

BOARD APPROVAL DATE: 3/31/11



FOUNTAIN VALLEY SCHOOL DISTRICT  
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Newland School

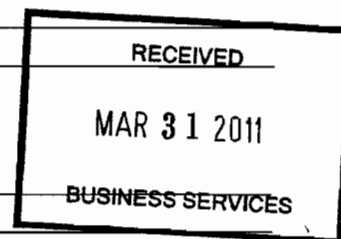
NAME OF DONOR: Wells Fargo Foundation Educational Matching Gift Program

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.)

\$ 240.00 # 943536

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: 01060000-8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 0100116895899

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

REVIEWED: Kathy Davis  
Principal/Department Head

APPROVED/DISAPPROVED: 3-7-11  
Date

REVIEWED: [Signature]  
Assistant Superintendent  
Business/Administration

APPROVED/DISAPPROVED: 4/1/11  
Date

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

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

BOARD APPROVAL DATE: 5/3/11

FOUNTAIN VALLEY SCHOOL DISTRICT  
**DONATION ACCEPTANCE FORM**

Federal ID# 95-6001370

All donations to the district must be officially accepted by the Fountain Valley School District Board of Trustees inasmuch as their acceptance may involve an expenditure of district funds for installation, use, and/or maintenance. Before any donation is supplied or purchased by your organization, or formally accepted for a school, the following information is requested on this form. Upon site/document approval, a copy of the form shall be presented to Business Services or Technology/Media for further consideration and approval in accordance with Board Policy 3290, Donations to School District.

SCHOOL RECEIVING DONATION: Plavan Elementary

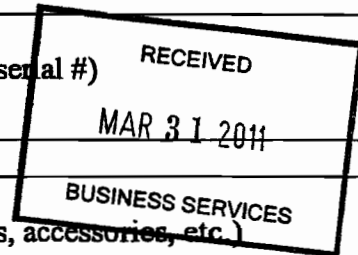
NAME OF DONOR: Plavan PTO

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 #6713 in the amount of \$300.00

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: 01400000 -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 0100140894310

INTENDED USE: (State how this will be used ) To purchase ink for our riso machines

REVIEWED: [Signature]  
Principal/Department Head

APPROVED/DISAPPROVED: 3-30-2011  
Date

REVIEWED: [Signature]  
Assistant Superintendent  
Business/Administration

APPROVED/DISAPPROVED: 4/1/11  
Date

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

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

BOARD APPROVAL DATE: 3/5/11

FOUNTAIN VALLEY SCHOOL DISTRICT  
**DONATION ACCEPTANCE FORM**

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Plavan Elementary

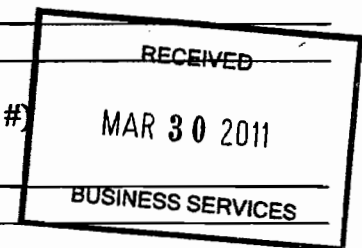
NAME OF DONOR: Pacific Life Foundation

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.)

Pacific Life Foundation check # 10080 in the amount of \$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: 01400000 -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 0100140894310

INTENDED USE: (State how this will be used) To cover Thinking Maps costs

REVIEWED: [Signature]  
Principal/Department Head

APPROVED/DISAPPROVED: 3-29-2011  
Date

REVIEWED: [Signature]  
Assistant Superintendent  
Business/Administration

APPROVED/DISAPPROVED: 4/1/11  
Date

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

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

BOARD APPROVAL DATE: 5/3/11

FOUNTAIN VALLEY SCHOOL DISTRICT  
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Talbert Middle School

NAME OF DONOR: Talbert 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.)  
\$1120.00

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

RECEIVED
MAR 31 2011
BUSINESS SERVICES

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

N/A

REVENUE ACCT: 010380000 -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 0101438891114 \$560.

0101438891115 \$560

INTENDED USE: (State how this will be used) Coaches' stipends and substitutes for softball tournament

REVIEWED: C. Pol.  
Principal/Department Head

APPROVED/DISAPPROVED:

3/9/11  
Date

REVIEWED: [Signature]  
Assistant Superintendent  
Business/Administration

APPROVED/DISAPPROVED:

4/1/11  
Date

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

APPROVED/DISAPPROVED:

\_\_\_\_\_  
Date

BOARD APPROVAL DATE: 5/3/11

FOUNTAIN VALLEY SCHOOL DISTRICT  
**DONATION ACCEPTANCE FORM**

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Talbert

NAME OF DONOR: Talbert 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.)

\$2000.00

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: 010130000 -8699 01 038 0000 8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 0101438891113 and benefit accounts

INTENDED USE: (State how this will be used) Additional duty for teachers covering before/after school clubs

REVIEWED: [Signature]  
Principal/Department Head

APPROVED/DISAPPROVED: 3/17/11  
Date

REVIEWED: [Signature]  
Assistant Superintendent  
Business/Administration

APPROVED/DISAPPROVED: 4/1/11  
Date

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

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

BOARD APPROVAL DATE: 3/3/11

FOUNTAIN VALLEY SCHOOL DISTRICT  
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Talbert

NAME OF DONOR: Talbert 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.)

\$1052.16

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

RECEIVED

MAR 31 2011

BUSINESS SERVICES

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

N/A

REVENUE ACCT: 010130000 -8699 01 0360008099

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 0101438894310 Science Materials

INTENDED USE: (State how this will be used) Pay for dissection materials

REVIEWED: [Signature]  
Principal/Department Head

APPROVED/DISAPPROVED: 3/17/11  
Date

REVIEWED: [Signature]  
Assistant Superintendent  
Business/Administration

APPROVED/DISAPPROVED: 4/1/11  
Date

REVIEWED: [Signature]  
Director, Technology/Media

APPROVED/DISAPPROVED: [Signature]  
Date

BOARD APPROVAL DATE: 5/5/11

FOUNTAIN VALLEY SCHOOL DISTRICT  
**DONATION ACCEPTANCE FORM**

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Talbert

NAME OF DONOR: Talbert 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.)

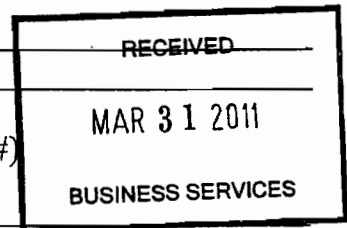
\$224.00

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: 010130000 -8699 010380000

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 0101438891114 Substitutes for  
sports program

INTENDED USE: (State how this will be used ) \_\_\_\_\_

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

REVIEWED: [Signature] APPROVED/DISAPPROVED: 4/1/11  
Assistant Superintendent Date  
Business/Administration

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

BOARD APPROVAL DATE: 3/31/11

FOUNTAIN VALLEY SCHOOL DISTRICT  
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Tamura Elementary School

NAME OF DONOR: Kroger (Ralph's)

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.)

\$50.99 check

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.)

INTENDED USE: Revenue Account #010100000.8699  
Abate Donation Budget #010011089.4310

COMMENTS (Rationale for disapproval):

REVIEWED: [Signature]  
Principal/Department Head

APPROVED/DISAPPROVED: 04/01/2011  
Date

REVIEWED: [Signature]  
Assistant Superintendent  
Business/Administration

APPROVED/DISAPPROVED: 4/4/11  
Date

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

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

BOARD APPROVAL DATE: 5/5/11



FOUNTAIN VALLEY SCHOOL DISTRICT  
**DONATION ACCEPTANCE FORM**

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Tamura Elementary School

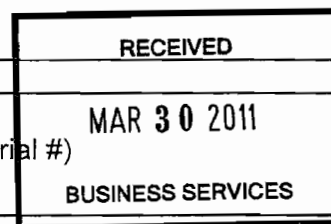
NAME OF DONOR: PTO

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.)

\$2,183.87 check

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

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



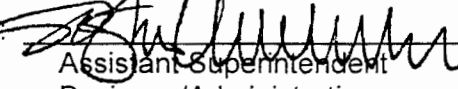
ESTIMATED COST OF ANNUAL UPKEEP: (Electricity, special supplies, accessories, etc.)

INTENDED USE: Revenue Account #010100000.8699  
Abate Donation Budget #010011089.1119 (\$1795) & 010011089.4310 (\$388.87)

COMMENTS (Rationale for disapproval): Spotlight on Reading – Julie Zaldo and Reimbursement for Instructional supplies for Art Masters and Computer Lab

REVIEWED:   
Principal/Department Head

APPROVED/DISAPPROVED: 03/28/11  
Date

REVIEWED:   
Assistant Superintendent  
Business/Administration

APPROVED/DISAPPROVED: 4/1/11  
Date

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

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

BOARD APPROVAL DATE: 5/6/11

FOUNTAIN VALLEY SCHOOL DISTRICT  
**DONATION ACCEPTANCE FORM**

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Tamura Elementary School

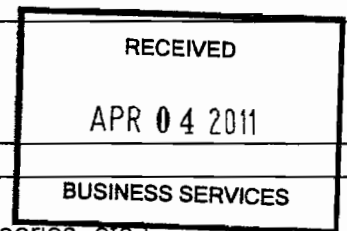
NAME OF DONOR: PTO

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.)

\$46.20 check

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.)

INTENDED USE: Revenue Account #010100000.8699  
Abate Donation Budget #010011089.4310 (White Tiger Awards - Lanyards)

COMMENTS (Rationale for disapproval): \_\_\_\_\_

REVIEWED: [Signature]  
Principal/Department Head

APPROVED/DISAPPROVED: 4/01/2011  
Date

REVIEWED: [Signature]  
Assistant Superintendent  
Business/Administration

APPROVED/DISAPPROVED: 4/4/11  
Date

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

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

BOARD APPROVAL DATE: 5/3/11

FOUNTAIN VALLEY SCHOOL DISTRICT  
**DONATION ACCEPTANCE FORM**

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Tamura Elementary School

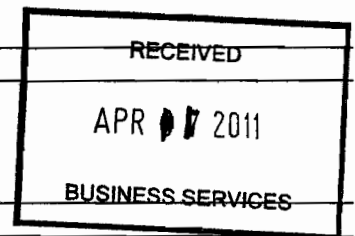
NAME OF DONOR: Cotsen Family Foundation

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.)

\$772.85 check

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.)

INTENDED USE: Revenue Account #010100000.8699  
Abate Cotsen Budget #0115310764310

COMMENTS (Rationale for disapproval):

REVIEWED: [Signature]  
Principal/Department Head

APPROVED/DISAPPROVED: 4/06/2011  
Date

REVIEWED: [Signature]  
Assistant Superintendent  
Business/Administration

APPROVED/DISAPPROVED: 4/11/11  
Date

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

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

BOARD APPROVAL DATE: 5/6/11

## FOUNTAIN VALLEY SCHOOL DISTRICT

TO: STEVE McMAHON  
FROM: DEDRA NORMAN  
SUBJECT: WARRANT LISTING BOARD MEETING – MAY 5, 2011  
DATES 3/30/11 – 4/27/11  
WARRANT NUMBERS 54474 - 54752

01 GENERAL	\$	358,376.77
12 CHILD DEVELOPMENT	\$	9,414.50
13 CAFETERIA	\$	82,733.25
14 DEFERRED MAINTENANCE	\$	0
25 CAPITAL FACILITIES	\$	125.00
35 SCHOOL FACILITIES	\$	0
40 SPECIAL RESERVE	\$	214,946.25
68 WORKERS COMPENSATION	\$	55,704.90
69 INSURANCE	\$	408,894.61
TOTAL	\$	<b>1,130,195.28</b>

**FOUNTAIN VALLEY SD**  
**PURCHASE ORDER DETAIL REPORT**  
**BOARD OF TRUSTEES MEETING 05/05/2011**

**FROM 03/30/2011 TO 04/27/2011**

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
E20M4265	MOBILE FLEET WASH	1,728.00	800.00	012869390 4343	Maintenance / Gardening Supplies
			350.00	012919395 5450	Special Ed. Transportation / OTHER INSURANCE
			578.00	012929395 5450	Home-to-School Transportation / OTHER INSURANCE
E20M4266	PARKHOUSE TIRE INC.	1,300.00	1,300.00	012919395 5645	Special Ed. Transportation / Outside Services - Repairs
E20M4267	PRO PACIFIC BEE REMOVAL	150.00	150.00	012869390 5899	Maintenance / Other Operating Expenses
E20M4277	A-1 FENCE COMPANY	8,327.00	1,000.00	012869390 6299	Maintenance / Other Building & Improvement
			4,872.00	015769860 5899	ARRA SpEd Federal Presch-Instr / Other Operating
			2,455.00	133207380 4347	Cafeteria Fund / Repair & Upkeep of Equipment
E20M4281	FOUNTAIN VALLEY GLASS	75.00	75.00	012879390 4347	Vandalism / Repair & Upkeep of Equipment
E20M4283	TOXGUARD	500.00	250.00	012869390 4347	Maintenance / Repair & Upkeep of Equipment
			250.00	012919395 4349	Special Ed. Transportation / Transportation Supplies (only)
E20M4284	WEST LITE SUPPLY CO INC	140.00	140.00	012879390 4347	Vandalism / Repair & Upkeep of Equipment
E20M4285	BEACH WIRE & CABLE INC.	250.00	250.00	012869390 5899	Maintenance / Other Operating Expenses
E20M4286	WAXIE	90.00	90.00	019509380 4347	STAR Building DO - Operations / Repair & Upkeep of
E20M4287	WESTERN ILLUMINATED PLASTICS	213.82	213.82	012869390 5899	Maintenance / Other Operating Expenses
E20M4288	J & M FIRE SERVICES	743.30	207.30	012869390 5899	Maintenance / Other Operating Expenses
			268.00	012919395 5645	Special Ed. Transportation / Outside Services - Repairs
			268.00	012929395 5645	Home-to-School Transportation / Outside Services -
E20M4289	GRAINGER INC.	250.00	250.00	012879390 4347	Vandalism / Repair & Upkeep of Equipment
E20M4290	COOK EQUIPMENT CO - ORANGE	1,000.00	1,000.00	012899390 4343	Gardening / Gardening Supplies
E20M4291	GRAINGER INC.	2,234.76	2,234.76	120336098 4325	Extended School Administration / Office Supplies
E20M4292	GRAINGER INC.	64.21	64.21	012899390 4343	Gardening / Gardening Supplies
E20M4293	BATTERY SYSTEMS	150.00	150.00	012919395 4349	Special Ed. Transportation / Transportation Supplies (only)
E20M4294	PRO PACIFIC BEE REMOVAL	185.00	185.00	012869390 5899	Maintenance / Other Operating Expenses
E20M4295	DEWALT-PORTER CABLE-DELTA SERV	23.96	23.96	012869390 4347	Maintenance / Repair & Upkeep of Equipment
E20M4296	MCMASTER CARR SUPPLY CO	120.00	120.00	012899390 4343	Gardening / Gardening Supplies

**FOUNTAIN VALLEY SD**  
**PURCHASE ORDER DETAIL REPORT**  
**BOARD OF TRUSTEES MEETING 05/05/2011**

**FROM 03/30/2011 TO 04/27/2011**

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
E20M4298	HOTSY OF SOUTHERN CALIFORNIA	1,000.00	1,000.00	012869390 5899	Maintenance / Other Operating Expenses
E20M4301	ORANGE COUNTY APPLIANCE PARTS	73.95	73.95	012869390 5899	Maintenance / Other Operating Expenses
E20M4302	CROP PRODUCTION SERVICES	675.00	675.00	012899390 4343	Gardening / Gardening Supplies
E20R0958	RIVERSIDE PUBLISHING COMPANY	218.50	218.50	015779860 4310	ARRA SpEd Fed Prsch Local-Inst / Instructional Supplies
E20R1111	MCGRAW-HILL	2,584.17	2,584.17	015069860 4310	ARRA SpEd Local Asst-Admin / Instructional Supplies
E20R1112	CERTIFIED TRANSPORTATION BUS C	1,056.00	1,056.00	010013189 5811	Donations - Gisler / Transportation Outside Agency
E20R1113	CERTIFIED TRANSPORTATION BUS C	496.00	496.00	010011089 5811	Donations - Tamura / Transportation Outside Agency
E20R1114	INSECT LORE PRODUCTS	39.59	39.59	120016198 4310	State Preschool Instructional / Instructional Supplies
E20R1115	ORANGE COUNTY DEPARTMENT OF ED	45.00	45.00	015069860 5210	ARRA SpEd Local Asst-Admin / Travel, Conference,
E20R1116	CERTIFIED TRANSPORTATION BUS C	480.00	480.00	010144949 4310	Sch Site Instr - Masuda / Instructional Supplies
E20R1117	ARIEL SUPPLY COMPUTER & BUSINE	70.14	70.14	012289961 4325	MAA - Administration / Office Supplies
E20R1118	TARGET STORES	54.38	54.38	120016098 4310	Extended School Instructional / Instructional Supplies
E20R1119	STAPLES	156.59	156.59	010144949 4311	Sch Site Instr - Masuda / Elective Supplies
E20R1120	PEARSON ASSESSMENTS	2,473.43	833.49	012289961 4322	MAA - Administration / Testing Supplies
			1,639.94	015769860 4322	ARRA SpEd Federal Presch-Instr / Testing Supplies
E20R1121	SOUTHPAW ENTERPRISES	147.12	147.12	015769860 4310	ARRA SpEd Federal Presch-Instr / Instructional Supplies
E20R1122	THERAPY SHOPPE	594.04	61.08	012289961 4325	MAA - Administration / Office Supplies
			532.96	015769860 4310	ARRA SpEd Federal Presch-Instr / Instructional Supplies
E20R1123	WESTERN PSYCHOLOGICAL	2,522.25	1,284.88	012289961 4322	MAA - Administration / Testing Supplies
			1,237.37	015769860 4322	ARRA SpEd Federal Presch-Instr / Testing Supplies
E20R1124	BADGE COMPANY, THE	158.99	158.99	010199961 4327	Oral Health Assessment / Health Supplies
E20R1125	GOPHER SPORTS EQUIPMENT	279.67	279.67	011494088 4310	FVEF Teacher Grants - Plavan / Instructional Supplies
E20R1126	MERCEDES-BENZ FINANCIAL SERVIC	19,037.78	19,037.78	012919195 7439	Sp.Ed. Transportaion-Debt Svcs / DS/Other Debt Service
E20R1127	ARIEL SUPPLY COMPUTER & BUSINE	213.90	213.90	010011616 4310	Sch Site Instr - Newland / Instructional Supplies

**FOUNTAIN VALLEY SD**  
**PURCHASE ORDER DETAIL REPORT**  
**BOARD OF TRUSTEES MEETING 05/05/2011**

**FROM 03/30/2011 TO 04/27/2011**

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
E20R1128	CHEFS' TOYS	26.86	26.86	133207380 4790	Cafeteria Fund / Food Servies Supplies
E20R1129	HEINEMANN	514.78	514.78	011533175 4310	Cotsen Family Foundation-Gisle / Instructional Supplies
E20R1130	RIVERSIDE PUBLISHING COMPANY	899.76	899.76	012289961 4322	MAA - Administration / Testing Supplies
E20R1131	BROOKES PUBLISHING CO.	60.81	60.81	015769860 4322	ARRA SpEd Federal Presch-Instr / Testing Supplies
E20R1132	SOUTHWEST SCHOOL AND OFFICE SU	300.38	300.38	012589860 4325	Discrete Trial Training / Office Supplies
E20R1133	STAPLES	60.00	60.00	011533275 4310	Cotsen Family Foundation-Cox / Instructional Supplies
E20R1134	LAKESHORE LEARNING MATERIALS	150.00	150.00	011533275 4310	Cotsen Family Foundation-Cox / Instructional Supplies
E20R1135	SCHOOL SPECIALTY	200.00	200.00	011533275 4310	Cotsen Family Foundation-Cox / Instructional Supplies
E20R1137	MCKINNON & ASSOCIATES INC., KE	7,000.00	7,000.00	015779860 5813	ARRA SpEd Fed Prsch Local-Inst / Consultant
E20R1138	US BANK	213,520.00	213,520.00	408508792 7438	COP's Debt Service / DEBT SERVICE INTEREST
E20R1139	MAGENTA COMPUTER CENTER	47.85	47.85	015609860 4320	Special Ed. - Psychologists / Computer Supplies
E20R1140	MICRO CENTER	1,000.00	1,000.00	010144949 4311	Sch Site Instr - Masuda / Elective Supplies
E20R1141	CDWG	93.54	93.54	120016198 4310	State Preschool Instructional / Instructional Supplies
E20R1142	TARGET STORES	81.56	81.56	120016098 4310	Extended School Instructional / Instructional Supplies
E20R1143	LAKESHORE LEARNING MATERIALS	163.13	163.13	120016198 4310	State Preschool Instructional / Instructional Supplies
E20R1144	TOYS R US	108.75	108.75	120016198 4310	State Preschool Instructional / Instructional Supplies
E20R1145	TOYS R US	271.88	271.88	120016398 4310	ESP-Summer Camp Instructional / Instructional Supplies
E20R1146	TOYS R US	271.88	271.88	120016398 4310	ESP-Summer Camp Instructional / Instructional Supplies
E20R1147	DISCOUNT SCHOOL SUPPLY	1,261.50	1,261.50	120016398 4310	ESP-Summer Camp Instructional / Instructional Supplies
E20R1148	DISCOUNT SCHOOL SUPPLY	1,261.50	1,261.50	120016398 4310	ESP-Summer Camp Instructional / Instructional Supplies
E20R1149	ECONOMY HANDICRAFTS	870.00	870.00	120016398 4310	ESP-Summer Camp Instructional / Instructional Supplies
E20R1150	ECONOMY HANDICRAFTS	870.00	870.00	120016398 4310	ESP-Summer Camp Instructional / Instructional Supplies
E20R1151	ORIENTAL TRADING COMPANY	1,000.50	1,000.50	120016398 4310	ESP-Summer Camp Instructional / Instructional Supplies
E20R1152	ORIENTAL TRADING COMPANY	1,000.50	1,000.50	120016398 4310	ESP-Summer Camp Instructional / Instructional Supplies

**FOUNTAIN VALLEY SD**  
**PURCHASE ORDER DETAIL REPORT**  
**BOARD OF TRUSTEES MEETING 05/05/2011**

**FROM 03/30/2011 TO 04/27/2011**

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
E20R1153	LAKESHORE LEARNING MATERIALS	100.01	100.01	010011010 4310	Sch Site Instr - Tamura / Instructional Supplies
E20R1154	STAPLES	200.08	200.08	010011010 4310	Sch Site Instr - Tamura / Instructional Supplies
E20R1155	SOUTHWEST SCHOOL AND OFFICE SU	1,087.50	1,087.50	120016398 4310	ESP-Summer Camp Instructional / Instructional Supplies
E20R1156	PARTY BOUNCE	935.25	935.25	120016398 5812	ESP-Summer Camp Instructional / Admission Costs
E20R1157	TARGET STORES	163.13	163.13	120016398 4310	ESP-Summer Camp Instructional / Instructional Supplies
E20R1158	LAKESHORE LEARNING MATERIALS	163.13	163.13	010269275 4310	School Readiness Kinder Admin / Instructional Supplies
E20R1159	CDE FOOD DISTRIBUTION SECTION	58.50	58.50	133207380 4720	Cafeteria Fund / Other Food
E20R1160	CDE FOOD DISTRIBUTION SECTION	2,119.00	2,119.00	133207380 4720	Cafeteria Fund / Other Food
E20R1161	LUNCHBYTE SYSTEMS INC.	7,953.05	7,953.05	133207380 4410	Cafeteria Fund / Fixed Assets
E20R1162	SOUTHWEST SCHOOL AND OFFICE SU	84.81	84.81	133207380 4790	Cafeteria Fund / Food Servies Supplies
E20R1163	SCHOOL SERVICES OF CALIFORNIA	525.00	525.00	012849380 5210	Fiscal Services / Travel, Conference, Workshop
E20R1164	NASCO WEST INC	293.60	293.60	010142929 4311	Sch Site Instr - Fulton / Elective Supplies
E20R1165	APPLE COMPUTER ORDER	4,207.00	4,207.00	010113255 4399	Title I - Cox / Equipment Under \$500.00
E20R1166	TOYS R US	49.73	49.73	010142929 4310	Sch Site Instr - Fulton / Instructional Supplies
E20R1167	LAKESHORE LEARNING MATERIALS	302.00	277.00 25.00	010013232 4310 010113255 4310	Sch Site Instr - Cox / Instructional Supplies Title I - Cox / Instructional Supplies
E20R1168	APPLE COMPUTER ORDER	3,563.80	3,563.80	015069860 4410	ARRA SpEd Local Asst-Admin / Fixed Assets
E20R1169	CONSTRUCTIVE PLAYTHINGS	135.94	135.94	120016098 4310	Extended School Instructional / Instructional Supplies
E20R1170	CSBA	46.00	46.00	012719166 5210	Board of Trustees / Travel, Conference, Workshop
E20R1171	CSBA	245.00	245.00	012719166 5210	Board of Trustees / Travel, Conference, Workshop
E20R1172	HENRY SCHEIN INC.	41.60	41.60	012289961 4327	MAA - Administration / Health Supplies
E20R1173	MHS INC.	1,724.65	1,724.65	015609860 4322	Special Ed. - Psychologists / Testing Supplies
E20R1174	ASEBA	439.56	439.56	012289961 4322	MAA - Administration / Testing Supplies
E20R1175	PEARSON ASSESSMENTS	414.18	414.18	012289961 4322	MAA - Administration / Testing Supplies



**FOUNTAIN VALLEY SD**  
**PURCHASE ORDER DETAIL REPORT**  
**BOARD OF TRUSTEES MEETING 05/05/2011**

**FROM 03/30/2011 TO 04/27/2011**

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
E20R1176	CHEFS' TOYS	40.00	40.00	133207380 4710	Cafeteria Fund / FOOD
E20R1177	HAMMETT PACKAGING INC.	1,377.88	1,377.88	133207380 4790	Cafeteria Fund / Food Servies Supplies
E20R1178	TARGET STORES	1,087.50	1,087.50	016099275 4310	6761 Arts, Music & PE / Instructional Supplies
E20R1179	UNITED STATES POSTAL SERVICE	485.00	485.00	012719385 4335	Purchasing / Postage, Bulk Mail, Freight
E20R1180	LAKESHORE LEARNING MATERIALS	108.75	108.75	120016098 4310	Extended School Instructional / Instructional Supplies
E20R1181	TARGET STORES	217.50	217.50	120016098 4310	Extended School Instructional / Instructional Supplies
E20R1182	ORANGE COUNTY DEPARTMENT OF ED	175.00	25.00	010113289 5210	/ Travel, Conference, Workshop
			150.00	012338055 5210	Title III-LEP-Instructional / Travel, Conference, Workshop
E20R1183	TARGET STORES	32.63	32.63	120016098 4310	Extended School Instructional / Instructional Supplies
E20R1184	PEARSON ASSESSMENTS	381.93	381.93	012289961 4322	MAA - Administration / Testing Supplies
E20R1185	WESTERN PSYCHOLOGICAL	368.26	368.26	012289961 4322	MAA - Administration / Testing Supplies
E20R1186	LRP PUBLICATIONS	211.88	211.88	012289961 4310	MAA - Administration / Instructional Supplies
E20R1187	ARIEL SUPPLY COMPUTER & BUSINE	117.40	117.40	015102960 4310	Special Ed. - Fulton SDC / Instructional Supplies
E20R1188	ARIEL SUPPLY COMPUTER & BUSINE	117.40	117.40	015512960 4310	Special Ed. - Fulton RSP / Instructional Supplies
E20R1189	ARIEL SUPPLY COMPUTER & BUSINE	117.40	117.40	015512960 4310	Special Ed. - Fulton RSP / Instructional Supplies
E20R1190	REALLY GOOD STUFF	65.97	65.97	015513160 4310	Special Ed. - Gisler RSP / Instructional Supplies
E20R1191	HEINEMANN	26.10	26.10	011533175 4310	Cotsen Family Foundation-Gisle / Instructional Supplies
E20R1192	MARCY COOK MATH	19.31	19.31	011533175 4310	Cotsen Family Foundation-Gisle / Instructional Supplies
E20R1193	SOUTHWEST SCHOOL AND OFFICE SU	182.70	182.70	015102960 4310	Special Ed. - Fulton SDC / Instructional Supplies
E20R1194	SCHOOL HEALTH CORPORATION	47.57	47.57	012289961 4327	MAA - Administration / Health Supplies
E20R1195	LAKESHORE LEARNING MATERIALS	543.75	543.75	010269275 4310	School Readiness Kinder Admin / Instructional Supplies
E20R1196	BARNES AND NOBLE	543.75	543.75	010269275 4310	School Readiness Kinder Admin / Instructional Supplies
E20R1198	ORANGE COUNTY DEPARTMENT OF ED	500.00	500.00	012338055 5813	Title III-LEP-Instructional / Consultant
E20R1199	STAPLES	390.00	390.00	011533175 4310	Cotsen Family Foundation-Gisle / Instructional Supplies

**FOUNTAIN VALLEY SD**  
**PURCHASE ORDER DETAIL REPORT**  
**BOARD OF TRUSTEES MEETING 05/05/2011**

**FROM 03/30/2011 TO 04/27/2011**

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
E20R1200	STAPLES	120.00	120.00	011533175 4310	Cotsen Family Foundation-Gisle / Instructional Supplies
E20R1201	BARNES AND NOBLE	101.37	101.37	011533175 4310	Cotsen Family Foundation-Gisle / Instructional Supplies
E20R1202	CHEFS' TOYS	983.65	983.65	133207380 4790	Cafeteria Fund / Food Servies Supplies
E20R1203	CHEFS' TOYS	18.49	18.49	133207380 4790	Cafeteria Fund / Food Servies Supplies
E20R1204	STAPLES	90.00	90.00	010014040 4310	Sch Site Instr - Plavan / Instructional Supplies
E20R1205	WEST MUSIC	2,043.17	2,043.17	016099275 4310	6761 Arts, Music & PE / Instructional Supplies
E20R1207	LAKESHORE LEARNING MATERIALS	25.00	25.00	010013289 4310	Donations - Cox / Instructional Supplies
E20R1208	TARGET STORES	87.00	87.00	011533275 4310	Cotsen Family Foundation-Cox / Instructional Supplies
E20R1210	BARNES AND NOBLE	200.10	200.10	011533275 4310	Cotsen Family Foundation-Cox / Instructional Supplies
E20R1211	BARNES AND NOBLE	353.44	353.44	011533275 4310	Cotsen Family Foundation-Cox / Instructional Supplies
E20R1212	LAKESHORE LEARNING MATERIALS	387.71	387.71	011533275 4310	Cotsen Family Foundation-Cox / Instructional Supplies
E20R1213	BARNES AND NOBLE	2,181.72	2,181.72	016099275 4310	6761 Arts, Music & PE / Instructional Supplies
E20R1214	SOUTHWEST SCHOOL AND OFFICE SU	225.00	225.00	010011616 4310	Sch Site Instr - Newland / Instructional Supplies
E20R1215	SUPER DUPER SCHOOL COMPANY	198.75	198.75	015641660 4310	Special Ed. - Newland S&L / Instructional Supplies
E20R1216	WAGON WHEEL RECORDS AND BOOKS	201.28	201.28	016099275 4310	6761 Arts, Music & PE / Instructional Supplies
E20R1217	ANTHEM BLUE CROSS AND BLUE SHI	837.00	837.00	695019470 3701	Insurance / RETIREE BENEFITS-CERTIFICATED
E20R1218	CLASSROOM DIRECT	321.91	321.91	010011010 4310	Sch Site Instr - Tamura / Instructional Supplies
E20R1219	MERRIAM, BOB	646.42	646.42	010144949 4311	Sch Site Instr - Masuda / Elective Supplies
E20R1220	SINGAPOREMATH.COM INC	114.95	114.95	011533175 4310	Cotsen Family Foundation-Gisle / Instructional Supplies
E20R1221	SHORT BOOKS INC.,THE	177.81	177.81	011534075 4310	Cotsen Family Foundation-Plava / Instructional Supplies
E20R1222	NAESP	154.11	154.11	010142989 4310	Donations - Fulton / Instructional Supplies
E20R1223	SOUTHWEST SCHOOL AND OFFICE SU	50.00	50.00	012734040 4325	Health Supplies - Plavan / Office Supplies
E20R1224	AVALON TENT & PARTY	1,631.25	1,631.25	010149380 4310	Promotion Activities / Instructional Supplies
E20R1225	DISCOUNT SCHOOL SUPPLY	63.25	63.25	120016098 4310	Extended School Instructional / Instructional Supplies

**FOUNTAIN VALLEY SD**  
**PURCHASE ORDER DETAIL REPORT**  
**BOARD OF TRUSTEES MEETING 05/05/2011**

**FROM 03/30/2011 TO 04/27/2011**

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
E20R1226	SCHOOL NURSE SUPPLY INC	329.07	329.07	012732929 4327	Health Supplies - Fulton / Health Supplies
E20R1227	SCHOOL HOUSE GLOBAL	266.06	266.06	010304955 4310	EIA-Masuda / Instructional Supplies
E20R1228	ACORN MEDIA	32.57	32.57	012819771 4325	Personnel Commission / Office Supplies
E20R1231	OFFICE DEPOT	68.04	68.04	012719165 4325	Superintendent / Office Supplies
E20R1232	LYNDE-ORDWAY COMPANY	285.26	285.26	012059385 5645	Publications / Outside Services - Repairs
E20R1233	EL POLLO LOCO	1,500.00	1,500.00	133207380 4710	Cafeteria Fund / FOOD
E20R1234	STAPLES	125.00	125.00	012723131 4310	Sch Site Admin - Gisler / Instructional Supplies
	<b>Fund 01 Total:</b>	<b>83,484.65</b>			
	<b>Fund 12 Total:</b>	<b>12,327.42</b>			
	<b>Fund 13 Total:</b>	<b>16,617.24</b>			
	<b>Fund 40 Total:</b>	<b>213,520.00</b>			
	<b>Fund 69 Total:</b>	<b>837.00</b>			
	<b>Total Amount of Purchase Orders:</b>	<b>326,786.31</b>			

# FOUNTAIN VALLEY SD

## PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS

BOARD OF TRUSTEES

05/05/2011

FROM 03/30/2011 TO 04/27/2011

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>CHANGE AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
E20M4245	ALLIED REFRIGERATION INC.	1,548.81	+348.81	012869390 4347	Maintenance / Repair & Upkeep of Equipment
E20R0258	JOSEPH WEBB FOODS INC	164,400.00	+60,000.00	133207380 4710	Cafeteria Fund / FOOD
E20R0271	SCHOOL SPECIALTY	1,000.00	+600.00	010144988 4310	ASB Donations Instr - Masuda / Instructional Supplies
E20R0313	AARDVARK CLAY AND SUPPLY	900.00	+150.00	010142929 4311	Sch Site Instr - Fulton / Elective Supplies
E20R0329	SMART & FINAL	2,100.00	+400.00	010144949 4311	Sch Site Instr - Masuda / Elective Supplies
E20R0343	GOLD STAR FOODS	9,600.00	-30,000.00	133207380 4710	Cafeteria Fund / FOOD
E20R0417	SCHOOL SPECIALTY	3,262.50	+2,175.00	010013232 4310	Sch Site Instr - Cox / Instructional Supplies
E20R1041	VOLOGY INC.	1,779.85	+39.85	012149078 4410	ARRA SFSF Tech/Media Operation / Fixed Assets
E20R1049	APPLE COMPUTER ORDER	11,821.92	-58.16	010308255 4410	EIA-Administration / Fixed Assets
			-100.00	012149078 4410	ARRA SFSF Tech/Media Operation / Fixed Assets
E20R1061	APPLE COMPUTER ORDER	1,908.61	-28.79	012109078 4410	Tech/Media Office Operation / Fixed Assets
<b>Fund 01 Total:</b>			<b>3,526.71</b>		
<b>Fund 13 Total:</b>			<b>30,000.00</b>		
<b>Total Amount of Change Orders:</b>			<b>33,526.71</b>		

FOUNTAIN VALLEY SCHOOL DISTRICT  
BUSINESS SERVICES

DFS-10/11-680  
Board Meeting on [May 5, 2011](#)

M E M O R A N D U M

To: Stephen McMahon - Assistant Superintendent, Business Administration  
From: Dedra Norman - Director, Fiscal Services  
Subject: Budget Transfers and Resolutions  
Date: [April 27, 2011](#)

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Background

- 10/11-061 This Appropriation Transfer reallocates funds within the General Fund-Fund 01 for restricted and unrestricted programs.
- 10/11-062 This Resolution reallocates funds within the General Fund-Fund 01 for restricted and unrestricted programs.
- 10/11-063 This Resolution reallocates funds within the Child Development Fund-Fund 12.

# FOUNTAIN VALLEY SD

Reference #:

## Transfer of Funds

2011 61

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

### **Fund: 0101 GENERAL FUND**

Object	Description	FROM	TO
1100	TEACHERS' SALARIES		1,343.00
3101	STRS-CERTIFICATED POSITIONS		98.00
3313	MEDICARE-CERTIFICATED		19.00
3501	SUI-CERTIFICATED		9.00
3601	WORKERS'COMP-CERTIFICATED		25.00
4300	MATERIALS & SUPPLIES	1,544.00	200.00
5200	TRAVEL & CONFERENCES		550.00
5800	PROF/CONS SERV & OPER EXPENSE	200.00	
9790	UNDESIGNATED/UNAPPROPRIATED	500.00	
<b>Subfund Total:</b>		<b>2,244.00</b>	<b>2,244.00</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, May 5, 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 62

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

### **Fund: 0101 GENERAL FUND**

Object	Description	FROM	TO
1100	TEACHERS' SALARIES		18,536.00
3101	STRS-CERTIFICATED POSITIONS		1,473.00
3313	MEDICARE-CERTIFICATED		267.00
3353	ARP-CERTIFICATED		6.00
3501	SUI-CERTIFICATED		135.00
3601	WORKERS'COMP-CERTIFICATED		349.00
4300	MATERIALS & SUPPLIES	161.00	
5600	RENTALS,LEASES AND REPAIRS		3,975.00
5751	Direct Cost - Field Trips	28.00	
5800	PROF/CONS SERV & OPER EXPENSE	709.00	2,918.00
8600	LOCAL INCOME	870.00	7,887.00
9790	UNDESIGNATED/UNAPPROPRIATED	19,939.00	195.00
<b>Subfund Total:</b>		<b>21,707.00</b>	<b>35,741.00</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, May 5, 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 SD

Reference #:

## Adjustment of Funds

2011 63

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

### **Fund: 1212 CHILD DEVELOPMENT**

Object	Description	FROM	TO
5751	Direct Cost - Field Trips		28.00
9790	UNDESIGNATED/UNAPPROPRIATED	28.00	
<b>Subfund Total:</b>		<b>28.00</b>	<b>28.00</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, May 5, 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  
**RESOLUTION 2011-30**

**IN CELEBRATION OF  
MAY 11, 2011 AS CALIFORNIA'S DAY OF THE TEACHER  
AND  
MAY 2-6, 2011 AS TEACHER APPRECIATION WEEK**

**WHEREAS**, the contributions of teachers is crucial in the lives of America's youth; and

**WHEREAS**, the economic, political and cultural well-being of this nation has been enriched through public education and its teachers; and

**WHEREAS**, the significance of the teacher in the lives of students is growing as a consequence of educational reform and the change in the impact of other institutions in society; and

**WHEREAS**, the Board of Trustees and citizens of the Fountain Valley School District are gratified by the overall academic performance of our students who have been so well prepared by our teachers; and

**WHEREAS**, our teachers continuously imagine, inspire, and involve their pupils, which emphasizes the worthy objectives that all good teachers inherently incorporate into their daily lesson plans.

**NOW, THEREFORE, BE IT RESOLVED** that the Fountain Valley School District salutes its teachers and thanks each and every one for their outstanding efforts and recognizes that Wednesday, May 11 shall be celebrated as the *Day of the Teacher* and the week of May 2-6, 2011 shall be declared to be *Teacher Recognition Week* in the Fountain Valley School District.

*Adopted by the following vote of the Fountain Valley School District Board of Trustees on May 5, 2011:*

Ayes: \_\_\_\_\_  
Nays: \_\_\_\_\_  
Abstentions: \_\_\_\_\_

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Judy Edwards, President

---

Ian Collins, President Pro Tem

---

Christine Allcorn, Clerk

---

Jimmy Templin, Member

---

Sandra Crandall, Member



Fountain Valley School District  
**RESOLUTION NUMBER 2011-31**

**FOUNTAIN VALLEY SCHOOL DISTRICT'S  
CLASSIFIED EMPLOYEE WEEK: MAY 15-21, 2011**

**WHEREAS**, classified professionals provide valuable services to the schools and students of the Fountain Valley School District; and

**WHEREAS**, classified employees participate in countless activities that contribute to and support a positive instructional environment; and

**WHEREAS**, classified professionals contribute to the establishment and promotion of a positive instructional environment; and

**WHEREAS**, classified professionals serve a vital role in providing for the welfare and safety of Fountain Valley's students; and

**WHEREAS**, classified professionals employed by the Fountain Valley School District strive for excellence in all areas relative to the educational community;

**THEREFORE, BE IT RESOLVED** that the Fountain Valley School District Board of Trustees hereby recognizes and honors the contributions of the classified professionals to quality education within the state of California and in the Fountain Valley School District and declares the week of May 15-21, 2011 as Classified Employee Week in the Fountain Valley School District.

Adopted by the following vote of the Fountain Valley School District Board of Trustees on May 5, 2011:

Ayes: \_\_\_\_\_  
Nays: \_\_\_\_\_  
Abstentions: \_\_\_\_\_

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Judy Edwards, President

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Ian Collins, President Pro Tem

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Christine Allcorn, Clerk

---

Jimmy Templin, Member

---

Sandra Crandall, Member



Fountain Valley School District  
**RESOLUTION 2011-32**

**RESOLUTION OF APPRECIATION TO OUR SCHOOL NURSES  
ON NATIONAL SCHOOL NURSE DAY- MAY 11, 2011**

**WHEREAS**, during your time of serving as a school nurse in the Fountain Valley School District, you have earned the admiration and respect of teachers, administrators, students, parents and the Board; and

**WHEREAS**, you have proven herself to be an advocate for all children as you dedicate yourself to keeping our students healthy, fit, safe and strong; and

**WHEREAS**, the Fountain Valley School District and its community salutes you on this, California School Nurses' Day, and avows its appreciation for all you do:

- your keen observation skills, and
- your willingness to listen, and
- your conducting of thousands of vision, hearing, scoliosis screenings, and
- lessons on personal hygiene, AIDS, tobacco and drugs, and
- First Aid training and TB tests for staff, and
- your watchful care over everybody; and

**This board is greatly impressed** by your ever-present calm as you handle health emergencies and matters involving serious illness, and appreciates the fact that you never stop learning;

**NOW, IT IS RESOLVED** that the Fountain Valley School District Board of Trustees salutes you for your dedication and excellence in your challenging role and celebrates you for your ongoing commitment to the safety and health of Fountain Valley's children.

Adopted by the following vote of the Fountain Valley School District Board of Trustees on May 5, 2011:

Ayes: \_\_\_\_\_  
Nays: \_\_\_\_\_  
Abstentions: \_\_\_\_\_

---

Judy Edwards, President

---

Ian Collins, President Pro Tem

---

Christine Allcorn, Clerk

---

Jimmy Templin, Member

---

Sandra Crandall, Member



**Fountain Valley School District**

**PROCLAMATION OF APPRECIATION TO OUR  
SPEECH / LANGUAGE PATHOLOGISTS  
DURING MAY 2011 – BETTER SPEECH AND HEARING MONTH**

**W**HEREAS, during your time of serving as a Speech & Language Pathologist in the Fountain Valley School District, you have earned the admiration and respect of teachers, administrators, students, parents and the Board as you raise public awareness of speech and language; and

**WHEREAS**, you have proven yourself to be an advocate for all children as you dedicate yourself to diagnosing communication disorders and promoting treatment that improves the quality of life for children who experience problems with speaking, understanding or hearing; and

**WHEREAS**, the Fountain Valley School District and its community salutes you during this month of May 2011, “Better Speech and Hearing Month”, and avows its appreciation for all you do:

- your keen skills in diagnosis and treatment
- your willingness to arrive early and stay late
- your completion of thousands of screenings and acceptance of an ever-increasing case load
- your watchful care over our students

**This board is greatly impressed** by your skills and knowledge in a field that is now experiencing a severe shortage of individuals with your training;

**NOW, IT IS RESOLVED** that the Fountain Valley School District Board of Trustees salutes you for your dedication and excellence in your challenging role and celebrates you for your ongoing commitment to the health and well being of Fountain Valley’s children.

*Adopted by the following vote of the Fountain Valley School District Board of Trustees on May 5, 2011.*

Ayes: \_\_\_\_\_  
Nays: \_\_\_\_\_  
Abstentions: \_\_\_\_\_

---

Judy Edwards, President

---

Ian Collins, President Pro Tem

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Christine Allcorn, Clerk

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Jimmy Templin, Member

---

Sandra Crandall, Member



# FOUNTAIN VALLEY SCHOOL DISTRICT

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

Board Meeting of  
May 5, 2011

## Memorandum

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

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

**DATE:** April 8, 2011

**SUBJECT:** Local Education Agency (LEA) Plan for July 1, 2010 through June 30, 2015

---

### Background

The No Child Left Behind (NCLB) Act of 2001 mandates a local education agency plan as part of the requirement for receiving federal funding. This single, coordinated, and comprehensive plan outlines improvement activities for all students over the next five years for the following designated goals:

Goal One: Reading and Mathematics Achievement

Goal Two: English Learner English Oral Proficiency and Achievement

Goal Three: Teacher Quality

Goal Four: Safe, Drug-Free, Conducive Learning Environments

### Recommendation:

It is recommended that the Local Education Agency (LEA) Plan be approved by the Board of Trustees.

/hab  
Attachments

**No Child Left Behind Act of 2001**  
**LOCAL EDUCATIONAL AGENCY PLAN**

mail original and two copies to: **California Department of Education**  
**School and District Accountability Division**  
**1430 N Street, Suite 6208**  
**Sacramento, California 95814-5901**

**LEA Plan Information:**

Name of Local Educational Agency (LEA): Fountain Valley School District

County/District Code: 3066498

Dates of Plan Duration (should be five-year plan): 2010-2015

Date of Local Governing Board Approval: May 5, 2011

District Superintendent: Marc Ecker, Ph.D.

Address: 10055 Slater Avenue

City: Fountain Valley, CA

Zip code: 92708

Phone: 714.843.3200

Fax: 714.843.0356

**Signatures** (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Marc Ecker, Ph.D.

Printed or typed name of Superintendent

Date

Signature of Superintendent

Judith Edwards

Printed or typed name of Board President

Date

Signature of Board President

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# **Part I**

## **Background and Overview**

### *Background*

*Descriptions of the Consolidated Application, the Local Educational Agency Plan, the Single Plan for Student Achievement, and the Categorical Program Monitoring Process*

*Development Process for the LEA Plan*

*LEA Plan Planning Checklist*

*Federal and State Programs Checklist*

*District Budget for Federal and State Programs*

## ***Background***

The No Child Left Behind (NCLB) Act of 2001 embodies four key principles:

- stronger accountability for results;
- greater flexibility and local control for states, school districts, and schools in the use of federal funds
- enhanced parental choice for parents of children from disadvantaged backgrounds, and
- a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

(Text of the legislation can be found at <http://www.cde.ca.gov/nclb/fr/>.)

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting five **Performance Goals**:

- 1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.**
- 2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**
- 3. By 2005-2006, all students will be taught by highly qualified teachers.**
- 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**
- 5. All students will graduate from high school.**

In addition, 12 performance indicators linked to those goals were adopted (see Appendix A), as specified by the U.S. Department of Education (USDE). Performance targets, developed for each indicator, were adopted by the SBE in May 2003.

Collectively, NCLB's goals, along with the performance indicators and targets, constitute California's framework for ESEA accountability. This framework provides the basis for the state's improvement efforts, informing policy decisions by SBE, and implementation efforts by CDE to fully realize the system envisioned by NCLB. It also provides a basis for coordination with California's Legislature and the Governor's Office.

Since 1995, California has been building an educational system consisting of five major components:

- rigorous academic standards
- standards-aligned instructional materials
- standards-based professional development
- standards-aligned assessment

- an accountability structure that measures school effectiveness in light of student achievement.

As a result, California is well positioned to implement the tenets of NCLB.

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Categorical Program Monitoring process, **local educational agency plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be to provide a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools and appropriate reporting mechanisms.

### ***Descriptions of the Consolidated Application, the Local Education Agency Plan, and the Categorical Program Monitoring***

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Educational Agency Plan, the school-level Single Plan for Student Achievement, and Categorical Program Monitoring. **California is moving toward more closely coordinating and streamlining these processes to eliminate redundancies and make them less labor intensive for LEA's, while continuing to fulfill all requirements outlined in state and federal law.**

Below is a brief description of the ways in which these various processes currently are used in California.

#### ***The Consolidated Application (ConApp)***

The Consolidated Application is the *fiscal* mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California. Annually, in June, each LEA submits Part I of the Consolidated Application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the Consolidated Application is submitted in the fall of each year; it contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

#### ***The Single Plan for Student Achievement (School Plan)***

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement* (Education Code

*Section 64001*), developed by schoolsite councils with the advice of any applicable school advisory committees. LEA's allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEA's may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

### ***The Local Educational Agency Plan (LEA Plan)***

The approval of a Local Educational Agency Plan by the local school board and State Board of Education is a requirement for receiving federal funding subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEAs will take to ensure that they meet certain ***programmatic*** requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEA's schools.

### ***Categorical Program Monitoring (CPM)***

State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state-level oversight is accomplished in part by conducting on-site reviews of eighteen such programs implemented by local schools and districts. Categorical Program Monitoring is conducted for each district once every four years by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify ***compliance*** with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

### ***Development Process for the LEA Plan***

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan should be five years. The Plan should be periodically reviewed and updated as needed, but at least once each year.

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School

Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the LEA will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) **The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.**

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified under-performing student groups. **Federal law requires that school site administrators, teachers and parents from the LEA (which includes direct-funded charter schools) must be consulted in the planning, development, and revision of the LEA Plan.**

The LEA Plan can be completed using the following recommended steps for plan development.

### ***Step One: Measure the Effectiveness of Current Improvement Strategies***

#### Analyze Student Performance

Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.

Tables of data for your schools and district are available online:

- API Reports - <http://www.cde.ca.gov/ta/ac/ap>
- Standardized Testing and Reporting (STAR) data - <http://www.cde.ca.gov/ta/tg/sr>
- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - <http://www.cde.ca.gov/sp/el/t3/acct.asp>
- AYP Reports – <http://www.cde.ca.gov/ta/ac/ay>

#### Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement

Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.

Over the past several years, CDE has developed several self-assessment tools that schools and districts can use to evaluate these factors and others needed to support academic student achievement:

- The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components

- District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components
- Least Restrictive Environment Assessment – to examine educational practices for students with disabilities
- English Learner Subgroup Self Assessment (ELSSA) – to improve outcomes for English Learners

These tools can be found in the Virtual Library on the CDE web site at <http://www.cde.ca.gov/ta/lp/vl/improvtools.asp>.

(See Part II, Needs Assessment, for further details.)

### ***Step Two: Seek Input from Staff, Advisory Committees, and Community Members***

Seek the input of teachers, administrators, councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.) The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, Focus on Learning: Secondary School Accreditation, and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

### ***Step Three: Develop or Revise Performance Goals***

Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from school and student subgroup performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

### ***Step Four: Revise Improvement Strategies and Expenditures***

For **district-operated** programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness. For **school-operated programs**, summarize those same elements from approved *Single Plans for Student Achievement*.

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <http://www.cde.ca.gov>. The Consolidated Application provides funding for **district-operated programs** (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, and 10<sup>th</sup> Grade Counseling).

### ***Step Five: Local Governing Board Approval***

The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed. All subsequent amendments should be approved by the local governing board and kept on file with the original LEA Plan.

### ***Step Six: Monitor Implementation***

To verify achievement of performance targets, monitor areas such as: a) assignment and training of highly qualified staff; b) identification of participants; c) implementation of services; d) provision of materials and equipment; e) initial and ongoing assessment of performance; and f) progress made toward establishing a safe learning environment.

The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are ***not*** as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practice? b) How educationally sound is the plan to help reach the targets? c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?

You may use the checklist on the next page to indicate planning steps as they are completed.

**PLANNING CHECKLIST  
FOR LEA PLAN DEVELOPMENT  
(Optional)**

✓	<b>LEA Plan – Comprehensive Planning Process Steps</b>
	1. Measure effectiveness of current improvement strategies
	2. Seek input from staff, advisory committees, and community members.
	3. Develop or revise performance goals
	4. Revise improvement strategies and expenditures
	5. Local governing board approval
	6. Monitor Implementation



## FEDERAL AND STATE PROGRAMS CHECKLIST

**Check (√) all applicable programs operated by the LEA. In the “other” category, list any additional programs that are reflected in this Plan.**

Federal Programs		State Programs	
√	Title I, Part A		EIA – State Compensatory Education
	Title I, Part B, Even Start	√	EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent	√	School Improvement
√	Title II, Part A, Subpart 2, Improving Teacher Quality	√	Child Development Programs
√	Title II, Part D, Enhancing Education Through Technology		Educational Equity
√	Title III, Limited English Proficient	√	Gifted and Talented Education
	Title III, Immigrants		Gifted and Talented Education
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
√	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education		Tenth Grade Counseling
√	McKinney-Vento Homeless Education	√	Healthy Start
√	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	21 <sup>st</sup> Century Community Learning Centers	√	Other (describe): Orange County Children and Families Commission for School Readiness
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

## DISTRICT BUDGET FOR FEDERAL PROGRAMS

**Please complete the following table with information for your district.**

Programs	Prior Year District Carryovers  2008-09	Current Year District Entitlements  2009-10	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	\$22,682	\$349,958	\$329,441	88%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality		\$164,535	\$163,410	99%
Title II, Part D, Enhancing Education Through Technology		\$2,122	\$2,122	
Title III, Limited English Proficient	\$14,556	\$67,600	\$57,680	85%
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, Part A, Innovative Programs – Parental Choice		\$2,890		
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education		\$964,179	\$921,227	95%
21 <sup>st</sup> Century Community Learning Centers				
Other (describe)				
<b>TOTAL</b>	\$37,238	\$1,551,284	\$1,473,880	

## DISTRICT BUDGET FOR STATE PROGRAMS

**Please complete the following table with information for your district.**

<b>Categories</b>	<b>Prior Year District Carryovers  2008-09</b>	<b>Current Year District Entitlements  2009-10</b>	<b>Current Year Direct Services to Students at School Sites (\$)</b>	<b>Current Year Direct Services to Students at School Sites (%)</b>
EIA – State Compensatory Education				
EIA – Limited English Proficient	\$55,063	\$260,317	\$295,762	94%
State Migrant Education				
School and Library Improvement Block Grant		\$615,873	\$366,260	59%
Child Development Programs	\$16,537	\$183,391	\$182,584	96%
Educational Equity				
Gifted and Talented Education		\$40,263	\$5,920	15%
Tobacco Use Prevention Education – (Prop. 99)	\$10,647		\$10,164	95%
High Priority Schools Grant Program (HPSG)				
School Safety and Violence Prevention Act (AB 1113)		\$27,127	\$25,912	95%
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe)				
<b>TOTAL</b>	\$82,247	\$1,126,971	\$886,602	

## **Part II**

### **The Plan**

*Needs Assessments*

*Academic Achievement*

*Professional Development and Hiring*

*School Safety*

*Descriptions – District Planning*

*District Profile*

*Local Measures of Student Performance*

*Performance Goal 1*

*Performance Goal 2*

*Performance Goal 3*

*Performance Goal 4*

*Performance Goal 5*

*Additional Mandatory Title I Descriptions*

## ***Needs Assessment***

The passage of NCLB imposes a number of significant new requirements on LEAs as conditions for funding provided at the state and local levels. Among these are reporting requirements designed to facilitate accountability for improving **student academic performance, teacher quality, and school safety**. As such, a needs assessment to determine strengths and weaknesses in these areas must be conducted.

In determining specific areas of need to be addressed in the Plan, the LEA should review its demographics, test results, and resources. The majority of such information is readily available on the LEA's School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the California English Language Development Test (CELDT) results, the Academic Performance Index (API) results, CBEDS, DataQuest, and other data sources. This data is easily accessible via the Internet (see Appendix B for links to each of the Web sites that contain student and staff demographic information, SARC, STAR, CELDT, and API data). The LEA is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

### Academic Performance

The needs assessment should include a focus on the academic areas highlighted in California's Performance Goals 1, 2, 3, and 5 (see Appendix A for a full listing of all of California's Performance Goals and Indicators), including:

- Statewide standards, assessment, and accountability
- Local assessments and accountability
- Coordination and integration of federal and state educational programs
- The LEA academic assessment plan

### Teacher Quality

Another component of the needs assessment should examine local needs for professional development and hiring. LEA teachers and administrators should participate in this process to identify activities that will provide:

- teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
- principals the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

### School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A). California's Healthy Kids Survey may

also provide useful information in this area. The Survey is available at [http://www.wested.org/pub/docs/chks\\_survey.html](http://www.wested.org/pub/docs/chks_survey.html).

### ***Descriptions – District Planning***

Once local strengths and needs are identified as a result of examining and evaluating current district-level data, specific descriptions can be written of how program goals will be implemented to improve student academic achievement. **On the pages that follow, the LEA will provide descriptions and information about how it plans to address the requirements of NCLB based upon results of the needs assessment.** Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the LEA Plan.

### ***District Profile***

In the space below, please provide a brief narrative description of your district. Include your district's vision/mission statement and any additional information about the make-up of your district, including grade levels and demographics of students served, in order to provide background and a rationale for the descriptions included in the LEA Plan.

### ***Mission Statement***

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.

### ***District Profile***

The Fountain Valley School District, known as the “Lighthouse District” for its historical commitment to academic excellence, prepares its students for the 21<sup>st</sup> century. Rigorous District standards require students to apply basic skills toward the solution of complex problems. The District performs well above national and state standards on normed tests and boasts a nationally recognized English Language Acquisition Program for its English learners. Fountain Valley has been academically ranked 1<sup>st</sup> in Orange County (Elementary districts) based upon STAR API rankings. English language learners consistently meet the Annual Measurable Achievement Objectives well above state required criteria. The Board of Trustees continues to provide instructional services, innovative programs, and educational resources to its students while maintaining a balanced budget. Fountain Valley’s dedication toward public involvement results in strong support from both the parent and business community. Fountain Valley School District continues its tradition of excellence as it prepares its youth for the future.

The District’s student enrollment is 6,373 represented by 50.6% White, 31.8% Asian, 1.8% Filipino, 1.0% African American, 2.3% American Indian, and 0.8% Pacific Islander students. Students, grades K-8, are instructed by 195 regular education teachers and 45 Special Education teachers. Four hundred ninety-four students are identified as Gifted and Talented. There are 587 students (K-8) + 121 pre-school students receiving Special Education services including speech and language, resource, and special day class. The District receives Title I funding to support a Targeted Assistance Program providing additional instruction to 115 students. There are *no* identified Program Improvement Schools. Presently, there are identified homeless children. The Fountain Valley School District does provide a State-approved program for its 648 English learners and fluent proficient students. Over the past few years, the District English learner population has represented 42 different home languages. Over the last eight years, the District has maintained an average English learner reclassification rate of 13%, which exceeds both the County and State rates.

<b>FVSD DISTINGUISHED SCHOOLS</b>	<b>YEAR</b>
FULTON MIDDLE SCHOOL	2009
MASUDA MIDDLE SCHOOL	2009
MOIOLA ELEMENTARY SCHOOL	1989
NEWLAND ELEMENTARY SCHOOL	2008
OKA ELEMENTARY SCHOOL	2009
TALBERT MIDDLE SCHOOL	2001

### **EXEMPLARY PROGRAMS**

- ✓ Highly trained certificated and classified staff
- ✓ Extended School Program
- ✓ GATE (Gifted and Talented Program)
- ✓ Technology
- ✓ ScienceWorks
- ✓ English Language Learners
- ✓ Reading Clinic (Title I Schools)
- ✓ Instrumental Music



## **Local Measures of Student Performance** (*other* than State-level assessments)

Per NCLB Section 1112 regarding Local Educational Agency Plans, each LEA must provide the following descriptions in its Plan:

**A description of high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), that the local educational agency and schools served under this part will use to:**

- a) determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
- b) assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
- c) determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
- d) identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

If the LEA uses such assessments in addition to State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments.

Also, please describe any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in that Section.

### **Kindergarten:**

DIBELS is used as a universal screener for all Kindergarten students and assesses the following:

- Initial Sound Fluency
- Letter Name Recognition
- Phoneme Segmentation Fluency
- Nonsense word Fluency
- Word Use Fluency

The DIBELS will be administered three times per year. Progress monitoring will occur throughout the year.

The Kindergarten Assessment is used when Kindergarten teachers need additional instructional and performance data on Kindergarten students. The Kindergarten Assessment may be given to all Kindergarten students three times annually and assesses student progress toward mastery of State Academic Content Standards that Fountain Valley School District Kindergarten and first grade teachers have designated as essential for success in first grade. The District Kindergarten Assessment tests the following:

### **Local Measures of Student Performance, continued:**

- Reading
  - ✓ concepts about print
  - ✓ phonemic awareness
  - ✓ decoding and word recognition
  - ✓ reading comprehension
- Writing
- Mathematics
  - ✓ number sense
  - ✓ algebra and functions
  - ✓ measurement and geometry
  - ✓ statistics, data analysis, and probability
  - ✓ mathematical reasoning

### **First Grade:**

DIBELS is used as a universal screener for all first grade students and assess the following:

- Letter Name Fluency
- Phoneme Segmentation Fluency
- Nonsense Word
- DIBELS Oral Reading Fluency
- Retell Fluency (optional)
- Word Use Fluency (optional)

The DIBELS will be administered three times per year. Progress monitoring will occur throughout the year.

The First Grade Assessment is used when first grade teachers need additional instructional and performance data on first grade students. The First Grade Assessment may be given to all first grade students three times annually and assesses student progress toward mastery of State Academic Content Standards that Fountain Valley School District first and second grade teachers have designated as essential for success in first grade. The First Grade Assessment tests the following:

- Reading
  - ✓ concepts about print
  - ✓ phonemic awareness
  - ✓ decoding and word recognition
  - ✓ reading comprehension
- Mathematics
  - ✓ number sense
  - ✓ algebra and functions
  - ✓ measurement and geometry
  - ✓ statistics, data analysis, and probability
  - ✓ mathematical reasoning

### **Local Measures of Student Performance, continued:**

**Writing Benchmark:** This is a writing assessment using a prompt given in the spring each year. It is scored by grade level teachers at the school site using a four-point rubric aligned to grade level standards. Each paper is read by two readers and the two scores are added together; a score of five is considered passing. The following writing applications are assessed at the following grade levels:

- Grade 1 – Personal narrative
- Grade 3 – Personal narrative
- Grade 5 – Response to literature
- Grade 6 – Persuasive essay
- Grade 8 – Persuasive essay

**Reading Benchmark:** This is a 35-50 question multiple choice test given to students in grades 2-8 twice during the year. Students in grades 2-8 are assessed using District Benchmarks.

**Math Benchmark:** This is a 35-50 question multiple choice test given to students in grade 2-5 twice during the year. It was rewritten in 2008-09 to assess student mastery of State Academic Content Standards that Fountain Valley School District teachers have designated as essential for success in grades 2-8.

#### **Exclusions:**

- SDC (Special Education Special Day Class) students may be excluded from District assessments and are assessed according to their IEP.
- Parent exemptions

**Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.***

**Planned Improvement in Student Performance in Reading**

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<b>1. <u>Alignment of instruction with content standards:</u></b> a) Analyze student achievement data on California Standards test in ELA to determine areas of weakness in instruction. b) Principals/teachers will have training in Response to Intervention Strategies. c) Formative District assessments will be rewritten to assess mastery of Essential ELA Standards. d) All language arts textbooks and supplemental materials are aligned with standards. e) All new K-8 teachers will participate in the BTSA/Induction program for content standard instruction. f) All professional development will be aligned toward implementing academic content standards and Response to Intervention. g) Elementary schools will continue to focus on literacy. h) Staff will receive training in the use of internal and District Benchmark assessments and content standards. i) IEP objectives will be aligned to standards.	All K-5 and 6-8 ELA teachers/ Principals/ Director, Instruction/ Special Education Teachers and Director/Deputy Superintendent, Instruction & Personnel  2010-2015	BTSA/Induction Stipends  Additional pay/stipends for committee work	\$1500 per new teacher \$2000 for BTSA/Induction Lead Mentor \$5,000 for committees  \$10,000	BTSA/Induction  General Fund  Categorical Funds (EIA)
<b>2. <u>Use of standards-aligned instructional materials and strategies:</u></b> a) Implement use of District-adopted and State-approved Standards aligned instructional materials in English language arts (K-8). b) Implement use of K-1 assessment written to test mastery of Essential ELA standards. c) State-adopted Textbook Materials are utilized for all adoptions. d) All K-5 sites utilize the school library for research, library skills, Accelerated Reading materials.	All K-8 teachers/ Principals/ Director, Instruction/ Director, Support Services/Deputy Superintendent, Instruction & Personnel  2010-2015	Purchase K-5 and 6-8 adopted materials  Staff Development costs	\$300,000	Instructional Materials Fund  General Fund

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<b>3. <u>Extended learning time:</u></b> a) Homework Club will be offered at various schools. b) Middle schools will provide remediation during electives.	Staff 2010-2015	Hourly stipend for Homework Club staff	Varies, dependent upon the number of students participating	Title I funds PTO/PTA funds
<b>4. <u>Increased access to technology:</u></b> a) Identify online standards-based resources for reading lesson plans and instructional activities. b) Use appropriate online applications for remediation services (i.e., Accelerated Reading and Scholastic Reading Counts). c) Access for all teachers and students to the library database from any remote school location. d) Expand School Loop to grades 3-5. Sites to allow parent portal access to grades and attendance to all parents.	Director, Instruction & Technology/ Technology Department staff/ Deputy Superintendent, Instruction & Personnel  2010-2015	Software  Computer upkeep	Varies, dependent upon the number of students participating	Technology budget

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>5. <u>Staff development and professional collaboration aligned with standards-based instructional materials:</u></b></p> <ul style="list-style-type: none"> <li>a) New site administrator participation in AB 430 training focusing on standards-based instruction.</li> <li>b) Participation in BTSA/Induction, which focuses on the use of standards-based materials.</li> <li>c) 1<sup>st</sup>-8<sup>th</sup> grade district-wide scoring of benchmark writing assessment with anchor papers and rubrics aligned to standards.</li> <li>d) Grade-level team analysis of benchmark reading and writing data to determine areas needing improvement and mapping instruction of needs with adopted ELA standards-based materials.</li> <li>e) Expand use of School Loop and Illuminate, parental portals, and Connect-Ed to enhance parent/community/student communication.</li> <li>f) All teachers will access assessment storehouse for data on student achievement and analyze results to modify content-aligned instruction.</li> <li>g) K-2 teachers will receive ongoing training in using the AERIES Browser Interface (ABI), report card grades, and assessment data to better understand how to meet content standards for all students.</li> </ul>	<p>Principals/new site administrators/ new teachers/ K-5 teachers &amp; 6-8 ELA teachers/ Director, Instruction &amp; Technology/Deputy Superintendent, Instruction &amp; Personnel</p> <p>2010-2015</p>	<p>AB 430 training</p> <p>BTSA/Induction stipends</p>	<p>\$2,000 per administrator for AB 430 training</p> <p>\$1500 per new teacher</p> <p>\$2000 for BTSA/ Induction Lead Mentor</p> <p>\$18,000</p>	<p>BTSA/Induction funding</p> <p>General Technology Budget/Title II, Pt. D (Staff Development)</p>
<p><b>4. <u>Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</u></b></p> <ul style="list-style-type: none"> <li>a) District notification to parent on student's State and District assessment results including directions to interpret the results.</li> <li>b) Presentations to District-level and Site Parent/Teacher Organizations on Site and District assessment results.</li> <li>c) Standards will be discussed and parents will be given Standards Brochures at Back-to-School Nights.</li> <li>d) Each school will maintain a Site Council with staff, parent, and community representation. Each SSC will receive updates and reports on student assessment and achievement results. The SSC will provide input into programs researched to assist performance.</li> </ul>	<p>Instruction Department staff/Deputy Superintendent, Instruction &amp; Personnel/ Director, Instruction/ Principals/school staff and parents</p> <p>2010-2015</p>	<p>Postage for mailing results</p>	<p>\$2500</p>	<p>Testing budget</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> <li>e) Parent conferences will be scheduled to discuss achievement and “at-risk” status.</li> <li>f) Schools will provide their School Accountability Report Card (SARC) to parents and post on the District web site.</li> <li>g) Newsletters and principals’ communication are provided to parents from the site.</li> <li>h) District-Level Parent Advisory Committee is established as a link to inform the community with regard to standards, content, performance, and materials.</li> <li>i) Student Success Teams meet to discuss strengths, identify students “at risk,” and invoke RTI model for intervention plan.</li> </ul>				
<p><b>5. <u>Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</u></b></p> <ul style="list-style-type: none"> <li>a) School Readiness Initiative Preschool/Kindergarten articulation meetings.</li> <li>b) 5<sup>th</sup> grade student and parent visitations to middle schools during Open House.</li> <li>c) Parent volunteers</li> <li>d) Preschool IEPs</li> <li>e) Categorical funded Instructional Assistants/Bilingual Tutors</li> </ul>	<p>School Readiness Team/ Principals/school staffs/Preschool Special Ed Teachers/Director, Support Services/ Program Specialists/ Director, Instruction/ Deputy Superintendent, Instruction &amp; Personnel</p> <p>2010-2015</p>	<p>Stipends for Readiness Team</p>	<p>\$43,775</p>	<p>School Readiness grant</p>
<p><b>6. <u>Monitoring program effectiveness:</u></b></p> <ul style="list-style-type: none"> <li>a) Administration of the California Standards Test</li> <li>b) District Benchmarks tests in reading and writing</li> <li>c) Kindergarten/1<sup>st</sup> grade District assessment/DIBELS</li> <li>d) Site level Single Plan for Student Achievement</li> <li>e) Each SPSA will be used to monitor progress and make needed revisions.</li> </ul>	<p>Principals/ teachers/ School Testing Coordinators/ Director, Instruction/Deputy Superintendent, Instruction &amp; Personnel</p> <p>2010-2015</p>	<p>Stipends for Testing Coordinators</p>	<p>\$1,000 per site</p>	<p>Curriculum budget</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<b>9. <u>Targeting services and programs to lowest-performing student groups:</u></b> a) Reading Specialist teachers will be assigned to work with most struggling readers in Title I schools. b) Before/after school remediation is offered to students grades 2-8 at risk of retention (when funding permits). c) "Spotlight Reading Teachers" at sites (when funding permits).	Principals/Title I reading teachers/ School Site Remediation teachers (if funding permits)/ Spotlight Reading teachers at sites (if funding permits)/ Director, Instruction/ Deputy Superintendent, Instruction & Personnel/ Director, Support Services  2010-2015	Salaries for reading teachers, salaries for site remediation teachers, salaries for Spotlight teachers	a) \$184,000 b) \$55,842 c) \$125/day for Spotlight teachers	State funding  Title I funding
<b>10. <u>Any additional services tied to student academic needs:</u></b> a) RTI is implemented at every site. b) Before and after school tutoring is available at Title I schools. c) Homework support is offered at some sites (K-8).	School staffs/ tutoring staff/ Homework Club staff/Principals  2010-2015	Hourly stipend for tutors and Homework Club	\$50,000	Title I funding PTO/PTA funds



**Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.***

**Planned Improvement in Student Performance in Mathematics**

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>7. <u>Alignment of instruction with content standards:</u></b></p> <p>a) Analyze student achievement data on California Standards Test in Mathematics to determine areas of weakness in instruction.</p> <p>b) Formative District assessments will be rewritten to assess mastery of Mathematics Standards.</p> <p>c) All new teachers will participate in BTSA/Induction.</p> <p>d) Staff will use local measures of assessment aligned to the academic content standards to guide instruction.</p> <p>e) Grade level curriculum maps and pacing guides will be created by K-8 teacher/District teams.</p> <p>f) IEP goals and objectives are based on State Content Standards.</p>	<p>All K-5 and 6-8 math teachers/Principals/Director, Instruction/Special Education teachers and Director/Deputy Superintendent Instruction &amp; Personnel</p> <p>2010-2015</p>	<p>BTSA/Induction stipends</p> <p>Additional pay/stipends for committee work</p>	<p>\$1500 per new teacher \$2,000 for BTSA/Induction Lead Mentor \$5,000 for committees</p>	<p>BTSA/Induction</p> <p>General Fund</p>
<p><b>2. <u>Use of standards-aligned instructional materials and strategies:</u></b></p> <p>a) Implement use of District-adopted and State-approved Standards-aligned instructional materials in mathematics (K-8).</p> <p>b) Implement use of K-1 assessment written to test mastery of Essential Math Standards.</p> <p>c) Evaluate and amend District Mathematics Benchmark Test (grades 2-8) to assess State standards.</p> <p>d) State-adopted Materials List is utilized for K-8 adoptions for textbooks.</p> <p>e) Textbook adoption committees at all levels utilize academic standards to select aligned instructional materials.</p> <p>f) Intervention materials for Tier II and Tier III will be used in conjunction with core material.</p> <p>g) Teachers will use effective research-based strategies with special populations (EL, Special Education, and “at-risk”).</p>	<p>All K-8 teachers/Principals/Director, Instruction/Director, Support Services/Deputy Superintendent, Instruction &amp; Personnel</p> <p>2010-2015</p>	<p>Purchase K-5 and 6-8 adopted materials</p> <p>Staff Development costs</p>	<p>\$300,000</p>	<p>Instructional Materials Fund</p> <p>General Fund</p>

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<b>8. <u>Extended learning time:</u></b> a) Schools will offer before/after school remediation classes in math for grades 2-8 (when funding permits). b) Homework Club will be offered at various schools.	2010-2015	Hourly stipend for Homework Club staff	Varies dependent upon the number of students participating	Title I funds PTO/PTA funds
<b>9. <u>Increased access to technology:</u></b> a) Identify online standards-based resources for mathematics lesson plans and instructional activities. b) Use appropriate online software applications for remediation services (e.g., Accelerated Math, Study Island, ST Math). c) Teachers will be trained to use technology to support instruction (e.g., tablets, STAR Boards, student response devices, ELMOs, etc.). d) Technology will be used by students to reinforce basic skills through computer-assisted instruction, tutoring systems, and drill and practice software. e) Teachers will be trained in the processes of collaborative data analysis and development of instructional interventions.	Director, Instruction & Technology/ Technology Department staff/ Deputy Superintendent, Instruction & Personnel  2010-2015	Software  Computer upkeep	Grade levels will be phased in over next three years (as budget permits)	Technology budget (District/School)  Technology (Staff Development)
<b>5. <u>Staff development and professional collaboration aligned with standards-based instructional materials:</u></b> a) Training in adopted Math standards-based materials b) Participation in BTSA/ Induction, which focuses on the use of standards-based materials c) Grade-level team analysis of benchmark math data to determine areas needing improvement and mapping instruction needs with adopted math standards-based materials d) Teachers will be trained in the effective research-based strategies with special populations (EL, Special Education, and "at-risk") to accelerate student learning. e) Teachers will be trained in the processes of collaborative data analysis and development of instructional intervention.	New teachers/ K-5 and 6-8 math teachers/ Principals/ Director, Instruction & Technology/Deputy Superintendent, Instruction & Personnel, Director/ Support Services  2010-2015		\$1,500 per new BTSA/Induction teacher \$2,000 for Lead Mentor BTSA Staff Development stipends Stipends	BTSA/Induction funding  Staff Development funding

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>6. <u>Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</u></b></p> <p>a) District notification to parent on student's State and District assessment results, including directions to interpret the results.</p> <p>b) Presentations to District-level and Site Parent/Teacher Organizations and parent advisory committees on State and District assessment results.</p> <p>c) Site-level School Site Councils provide input on mathematics improvement plans.</p> <p>d) Standards will be discussed and parents will be given Standards Brochures at Back-to-School Nights.</p> <p>e) Schools will provide SARC to parents and post on District web site.</p> <p>f) Each school develops and implements school plan for improving student achievement with home-school collaboration.</p> <p>g) Newsletters and principals' communication are provided to parents.</p> <p>h) Parents are included in all District advisory committees and Instructional Materials Committee.</p> <p>i) SST meets to discuss strengths and identify "at-risk" students and intervention plan.</p> <p>j) Promotion-Retention Policy guides practice and parent communication.</p>	<p>Instruction Department staff/Director, Instruction/ Principals/School staffs/Parents/ Deputy Superintendent, Instruction &amp; Personnel</p> <p>2010-2015</p>	Postage for mailing results	\$2,500	Testing budget
<p><b>7. <u>Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</u></b></p> <p>a) Parent volunteers in elementary classrooms assist teachers with practicing mathematics skills.</p> <p>b) Incoming Kindergarten students are assessed for school readiness; parents are advised of results.</p> <p>c) Elementary schools offer transition activities for outgoing 5<sup>th</sup> graders to middle schools.</p>	<p>Community Volunteer Academy/ Kindergarten teachers/Principals/5<sup>th</sup> and 6<sup>th</sup> grade teachers</p> <p>2010-2015</p>			

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<b>8. <u>Monitoring program effectiveness:</u></b> a) Administration of the California Standards Test. b) District Benchmark tests in mathematics c) Kindergarten/1 <sup>st</sup> grade District assessment d) Site-level Single Plan for Student Achievement e) Test data and API results are used to monitor programs and drive instructional change. f) Teachers monitor student mastery of standards by examining student work and related data (teacher-made tests, CST, District Benchmarks) for reteaching.	Principals/teachers/ School Testing Coordinators/Director, Instruction/Deputy Superintendent Instruction & Personnel  2010-2015	Stipends for Testing Coordinators	\$1,000 per school site	Curriculum budget
<b>9. <u>Targeting services and programs to lowest-performing student groups:</u></b> a) School provides assistance to students performing at the basic, below basic, and far below basic levels through a variety of intervention strategies (counseling, before/after school tutoring, Homework Club). b) Middle schools have courses in the master schedule to target students with academic, social, and/or emotional needs.	Principals/Homework Club staff/ counselors/ tutors  2010-2015	Stipends for tutors and Homework Club	a) \$55,842-Remediation Classes	Title I funding
<b>10. <u>Any additional services tied to student academic needs:</u></b> a) Translation services are provided as needed.	Bilingual tutors  2010-2015	Tutor salaries		ELA & Title III

**Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.***

**Planned Improvement in Programs for LEP Students and Immigrants (Title III)**  
(Summarize information from district-operated programs and approved school-level plans)

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	<p><b>1. <u>Per Sec. 3116(b) of NCLB, this Plan must include the following:</u></b></p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p>	<p><b>According to law, the Fountain Valley School District will:</b></p> <ul style="list-style-type: none"> <li>• I-EL 1 The District Assessment team reviews all <u>reclassification</u> criteria and multiple measures each fall after CELDT testing and each winter prior to the annual R-30 census. Both teachers and parents recommend and approve reclassification. R-FEP students are monitored for academic achievement for two years following federal guidelines.</li> <li>• I-EL 2 Both student achievement and program services are evaluated on an annual basis through the Annual Evaluation of Categorical Programs process by the Director, Categorical Programs/Technology. The criteria of effectiveness are outlined in the English Learner Master Plan. Evaluation results are reviewed by staff, advisory groups, administration, and the Board of Trustees.</li> <li>• II-EL 3 The English learner instructional program includes two classroom options: Structured English language Immersion classroom placement for Beginning and Early Intermediate students, whose instructional program is based on daily English Language Development taught through the content areas with access to the core curriculum. Option two is the English language Mainstream classroom placement for Intermediate, Early Advanced, and Advanced students, whose instructional program is based on daily ELD and SDAIE taught solely through the core curriculum. High quality, research-based ELD instruction is provided through integrating Project GLAD strategies into the core content areas and by using the State-adopted, standards-aligned English Language Arts textbooks, which include specific ELD lessons and resources. Hampton-Brown “Avenues” has been purchased for K-5 teachers to use as a supplementary EL resource to provide listening, speaking, reading, and writing activities, and “Visions” by Heinle for 6-8 students. All instruction is in English; all textbooks are in English. Limited primary language tutoring is provided for further access to the core curriculum as needed. Self-esteem, cross-cultural sensitivity, and respect are reinforced and integrated throughout the core curriculum.</li> </ul>

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities		<p>The District has an Intervention Plan (catch-up) that outlines the process and resources to assist English learners who are not making adequate yearly progress. Special Education students have access to the core curriculum according to their prescribed program modifications as reported in the IEP. District staff follows the West Orange County Consortium for Special Education (WOCCSE) guidelines for assessing English learners and using Alternative Reclassification criteria.</p> <ul style="list-style-type: none"> <li>• III-EL 4 The District Assessment Team follows the State-required CELDT testing procedures for both initial placement and annual placement. All schools offer an English Language Learner program for all identified K-8 students. Intermediate and above students attend their home schools. Parents are notified of both initial results and annual results and recommendations for placement. EL students have equal access to the GATE Program.</li> <li>• III-EL 5 Parents are annually notified of the right to request an alternative program using the parental exception waiver process. Parents may also request the immediate placement of their student in an English language Mainstream classroom program.</li> <li>• IV-EL 6 District teachers of English learners are qualified through the CLAD, BCLAD or CLAD Emphasis credential, along with the SB1969, SB 395 and AB 2913 certificate programs. Teacher training is monitored annually. The District meets all State requirements regarding teacher quality.</li> <li>• IV-EL 7 The District provides an effective staff development program which has a base in research and current ELD methodology. Project GLAD is the District-approved program for English learners. Project GLAD is a nationally recognized Title VII Academic Excellence program, a State-recognized instructional program for English learners, and an identified Title I Achieving Schools Effective and Promising Practice. In addition to Project GLAD training, teachers also receive training through the county BTTP and AB 2913 programs.</li> <li>• V-EL 8 The District has current procedures for the parental exception waiver as specified in Board Policy 6174. If 20 or more parents at one grade level requested a bilingual program, the District would need to provide it.</li> <li>• VI-EL 9 Both site and District-level English Language Acquisition (ELAP) Programs have functioning English learner Parent Advisory Committees as prescribed by law. The District provides parent education opportunities each year. All schools provide an annual information meeting during Back-to-School Night which outlines the ELAP Program and parent notification information and timeline.</li> </ul>

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;	<ul style="list-style-type: none"> <li>VII-EL 10 State and federal funding is used to supplement, not supplant, regular and basic instructional services provided to all English learners. Categorical funding is used to provide supplemental materials, primary language tutors, and mandated CELDT testing and student achievement monitoring.</li> </ul> <p><b>Additional Title III services:</b> The focus for this funding will be intervention services for those identified English learners who are at risk of not meeting standards. These services will include primary language tutorial and before/after school remediation classes with appropriate supplemental materials. Summer school will be available to EL students needing additional content and ELA standards support as funding permits. Funding will also support parent communication, involvement, and educational opportunities.</p> <p><b>District Annual Goals for ELs:</b> Each year the Director, Categorical Programs/Technology uses both District and State resources to review and analyze CELDT, STAR, and Benchmark achievement data to determine adequate yearly growth. Annual Measurable Achievement Objectives are reviewed yearly. The District assesses the following criteria:</p> <ul style="list-style-type: none"> <li>Adequate yearly growth shall be measured by one level growth on the CELDT per year as defined by the State</li> <li>All English learners will make adequate yearly growth on the CELDT as defined by the State</li> <li>All English learners will be reclassified within <u>four years</u> of instruction in the program</li> <li>The District shall maintain an annual reclassification rate of between 16% and 20%</li> <li>Annual measurable achievement objectives (AMAOs) in reading and math, as defined by the State, will address academic achievement as measured on the STAR, including CA Standards Test</li> <li>Reclassification criterion for CST Reading is set at a scaled score of 350, or PROFICIENT performance level</li> <li>Reclassification criteria for the District Benchmark Tests in Reading and Writing Sample are set at a passing grade (70%-Reading, 5-Writing).</li> </ul> <p><b>Additional Title III services:</b> Title III funding will be used to reinforce the District Intervention Plan (catch-up) for English learners identified as at risk of not meeting standards and not making adequate yearly progress on the CELDT. These services will include primary language tutorial and before/after school remediation classes with appropriate supplemental materials (as funding permits).</p>

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	<p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> <li>• meeting the annual measurable achievement objectives described in Section 3122;</li> <li>• making adequate yearly progress for limited-English-proficient students, Section 1111(b)(2)(B);</li> <li>• annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement, Section 1111 (b)(1);</li> </ul>	<p><b>Program Evaluation and Accountability:</b></p> <p>The District is committed to maintaining a quality program for all English learners. The Director, Categorical Programs/Technology monitors implementation of services to EL students. Student progress is monitored by both the Instruction and Categorical Programs Offices and reported in the Annual Evaluation of Categorical Programs. It includes disaggregated CELDT, STAR, and Benchmark data along with reclassification rates. To monitor satisfactory student progress, both the site and District complete the following activities:</p> <ul style="list-style-type: none"> <li>• All EL student records are kept in both an LEP folder (filed in the cumulative folder) and in the District files. They are updated each year.</li> <li>• A site ELAP Lead Teacher acts as a liaison for the teachers, ELAC Parent Advisory committee, principal and District staff.</li> <li>• Each Single Plan for Student Achievement addresses the language and academic needs of the EL students. These goals, objectives, and activities are reviewed and modified as needed annually. Plans are approved by the Board annually.</li> <li>• ELD Standards will be identified that directly relate to ELA Essential standards at each grade level and are included in the Single Plan for Student Achievement.</li> <li>• The principal monitors the EL student placement in classes and groupings, ensures appropriate teacher authorizations, visits classrooms regularly to monitor ELD and SDAIE lesson implementation, and ensures implementation of District plans to meet the language and academic needs of the EL students.</li> <li>• Principals review English learner data annually to identify students who are at risk of not meeting standards and to plan appropriate remediation and intervention activities.</li> <li>• The site Student Study Team (SST) uses a prescribed process to assist students who are at risk of not meeting standards, including English learners.</li> <li>• All potential EL retentions must be reviewed by the Director, Categorical Programs/Technology and meet board policy criteria.</li> <li>• The Director, Categorical Programs/Technology holds regular meetings with site ELAP Lead teachers to discuss issues regarding EL program implementation and to provide training.</li> <li>• District training is provided for the teaching staff in ELA and Math Standards implementation.</li> </ul>



		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities		
	d. Describe how the LEA will promote parental and community participation LEP programs.	<p><b>Additional Title III services:</b> All EL student demographic information is currently stored in the District student attendance database for greater integrity of information and greater accessibility to teachers and administrators. In 2006, Data Director became the data warehouse for all state and local assessments. Training was scheduled in the 2006-07 school year and in the 2007-08 school years for all administrators and teachers. Additional staff development for implementation of ELD Standards was provided to appropriate teachers. <b>As of the 2010-11 school year, Illuminate has become the new data warehouse for the District. Data conversion has become the primary goal this year. Principals and leadership teams were trained at the beginning of the school year. Additional Training workshops will be scheduled at the request of the school site administrators</b></p> <p><b>Parent Involvement Activities:</b> <b>For the 2010-11 school year,</b> schools currently have a functioning site ELAC Parent Advisory Committee, with the exception of Newland Elementary, Fulton Middle School, and Talbert Middle School. This membership is approved annually by the parents of EL students. In addition, schools are represented on the District ELAC Parent Advisory Committee by both a parent and ELAP Lead teacher. Bilingual translators are provided at each meeting as needed. Each school provides an annual parent information meeting during Back-to-School Night which outlines the ELAP Program, parent notification information, and timeline. Leadership and parental involvement training is offered at the District and site level. Parent training includes how to help your child with homework, how to increase reading and writing skills, and concepts from the Parent Institute for Quality Education. <b>This meeting focuses upon Parent Notification and Reclassification. EL Lead teachers will provide requested assistance to parents centering around reading and writing support.</b> Child care is provided <b>upon request.</b> Currently, the majority of District EL forms are available in the four major languages, Vietnamese <b>and</b> Spanish; <b>and some in</b> Korean and Chinese. District bilingual staff members provide oral and written translation at all parent conferences and IEP meetings.</p> <p><b>Additional Title III funds:</b> Staff will provide oral and written translation at Kindergarten Round Ups as needed. New District EL forms are translated as needed or when requested by the schools. Direct communication with parents will be provided for identified EL students who are at risk of not meeting standards and/or retention. The District invites parents of EL students to serve on advisory committees and attend District English Learner Advisory Committee (DELAC) meetings to discuss and evaluate program services.</p>

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	<p>2. <b><u>Describe how the LEA will provide high quality language instruction based on scientifically based research (per Section 3115(c)).</u></b></p> <p>The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> <li>English proficiency; and</li> <li>Academic achievement in the core academic subjects</li> </ul>	<p>The Community Liaison and Bilingual Testing Technician provide translation and interpretation services to parents and community. Bilingual tutors assigned to the schools provide, when requested, written translations or oral interpretation, and they also receive training from the Orange County Department of Education in their role as translators during IEPs. They also assist the school with translations for <del>Connect-Ed</del> <b>Blackboard Connect</b> in primary languages.</p> <p><b>Current high quality instruction:</b> Project GLAD is both a curriculum and staff development model that provides ELD and SDAIE instruction integrated and delivered through the core content. It is a standards-based model that develops literacy and academic language. It is designed for multilingual settings in the regular classroom for grades K-8. Project GLAD is a nationally recognized Title VII Academic Excellence Program for Language Acquisition. It is currently recognized by the State as an approved program for both Structured English Immersion and English language Mainstream classrooms, and is based in English Language Acquisition research and methodology. It is also an approved Title I Achieving Schools Effective and Promising Practice. Project GLAD is the District-adopted program for English learners, along with the Hampton-Brown “Avenues” program (K-5) and “Visions” (6-8) for ELD instruction. For the past twenty years, Project GLAD has provided the District with sustained capacity to meet the needs of English learners. Qualified teachers deliver ELD and SDAIE instruction daily using GLAD strategies, which are integrated within the regular, core content at each grade level, thus insuring equitable access to the core curriculum and State adopted standards. Standards-aligned, English Language Arts textbooks and supplemental EL materials are used for specific ELD lessons and resources. ELD Standards have been identified in each Single Plan for Student Achievement, which directly align to the Essential ELA Standards at each grade level. Both core curriculum textbooks and supplemental materials are used in classrooms to enhance ELD and SDAIE instruction. All core materials are aligned to the State Standards.</p> <p>Local formative assessments by teachers during each grading period and the annual CELDT are used to measure the increase in students’ English proficiency. The District has developed benchmarks for expected student performance on standardized tests and CELDT as a result of these programs. Group data is analyzed and compared to benchmarks to evaluate program effectiveness.</p> <p>During the school year, local formative assessments are utilized to measure growth towards achievement of state content standards and towards acquisition of ELD standards (<i>Avenues, K-5; Vocabulary Basics, 6; Hands On English</i>).</p>

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities		<p>The annual California Standards Tests (CST) in reading and math are used to measure the increase in students' academic achievement. Utilizing <del>DataDirector</del> <b>Illuminate and Aeries</b>, data are disaggregated to compare growth of English learners to the AMAO target goals and to the performance of all students.</p> <p><b>Additional Title III funds:</b></p> <p>Funding will supplement primary language tutorial time to assist English learners who are identified as at risk of not meeting standards or adequate yearly growth. <b>All instructional delivery is in English.</b> Primary language is used <b>by tutors</b> to explain, clarify, and extend access to the core curriculum. Primary language validates and reinforces self-esteem, cross-cultural sensitivity, and respect.</p> <p>Site-based EL Lead Teachers will guide grade-level conversations around research-based and scientifically-proven methodologies and materials that meet identified EL student needs <b>at the direction of the Director, Categorical Programs.</b></p> <ul style="list-style-type: none"> <li>• <b>The Director, Categorical Programs and the principals</b> <del>EL Lead Teachers</del> will assist with the monitoring of identified English learners who are at risk of not meeting standards and/or not meeting adequate yearly progress.</li> </ul> <p>Additional supplemental reading materials will be purchased for students at less than reasonable levels of fluency to supplement state-adopted ELA series.</p>
	<p>3. <u><b>Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</b></u></p> <ol style="list-style-type: none"> <li>designed to improve the instruction and assessment of LEP children;</li> <li>designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</li> <li>based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;</li> <li>long term effect will result in positive and lasting impact on teacher performance in the classroom.</li> </ol>	<p><b>Current Professional Development:</b></p> <p>All District teachers and primary language tutors have access to Project GLAD training every year <b>(DIBELS 2010-11)</b>. This training integrates research, scientifically-based theory and proven methodologies. GLAD training, <b>when requested</b>, provides an extensive instructional base that has long term effects on positive teacher performance. The training includes:</p> <ul style="list-style-type: none"> <li>• Knowledge of metacognitive and metalinguistic skills through which EL students are taught</li> <li>• Instruction on how to design and implement differentiated, standards-based instruction in all academic areas integrated through listening, speaking, reading and writing</li> <li>• Focused attention to cultural and linguistic diversity</li> <li>• Specific strategies for literacy instruction</li> <li>• Use of backward mapping design; chunking and clustering of related standards</li> <li>• Use of a variety of formal and informal assessments to guide lesson planning and differentiation</li> </ul>

		Description of how the LEA is meeting or plans to meet this requirement.	
Required Activities		<p>The District has two GLAD Key Trainers who are currently in training to provide additional coaching and support to teachers. The Professional Development plan as outlined in Goal 3 will continue to provide extensive, on-going training for all teachers at all levels on ELA Standards, ELD Standards, standards-based curricula and adopted materials, and standards-based instruction.</p> <p>District teachers are required to hold an authorization to teach English learners.</p> <p>All teachers of English learners will participate in ongoing and sustained staff development in current research and the most effective instructional strategies for accelerating the achievement of English learners. Current professional development includes Curriculum Mapping, Standards Based Instruction, Marzano's 9 Effective Strategies, Differentiated Instruction, Thinking Maps, Professional Learning Communities, Step Up to Writing, and GLAD. Teachers receive ongoing training in the District-adopted ELD materials. Teachers new to the District participate in Beginning Teacher Support and Assessment (BTSA) and Induction.</p> <p>Principals will attend ongoing staff development in the most effective instructional strategies for accelerating the achievement of English learners, including observation protocols to monitor teachers' implementation of ELD and SDAIE strategies and GLAD strategies. Principals will meet periodically to share successful strategies and in order to adjust school programs to improve practices and student performance.</p> <p><b>Additional Title III Funds:</b>  Site EL Lead Teachers will act as a resource to teachers in the area of ELD Standards, GLAD strategies, and use of supplemental materials. Primary language tutors will participate in Project GLAD training annually.</p>	
Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	Yes	<p><b>If yes, describe:</b>  Specific English Language Development (ELD) Standards and effective strategies are outlined in Single Plan for Student Achievement. Specific focus standards are defined for grades K-5.</p>

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	<b>Yes</b>	<b>If yes, describe:</b> Identified at-risk English learners, R-FEP and FEP students who are not meeting District and State Academic Content Standards and/or who are not making adequate yearly progress, are enrolled in After School Remediation classes as well as in the District Remediation Summer School Program (as funding permits). English learners may also be identified for additional Title I intervention instruction (Reading Clinic), Before/After School Remediation Classes, and the <i>Language!</i> Program, Accelerated Reader, Avenues, and software applications targeting English language proficiency.  Additional teacher support (part-time retired certificated personnel and paraprofessionals) provides intensified instruction to target English learners during the school day.
	6. Develop and implement programs that are coordinated with other relevant programs and services.	<b>Yes</b>	<b>If yes, describe:</b> English learners receive coordinated instructional services, supplemental materials, and technology through the SLIP, Title I, Title III, ELAP and EIA/LEP programs available at their sites, during and after the regular school day.  Other supplemental programs in which English learners participate include: reading incentive programs, computer-based math, reading reinforcement, and language development programs.
	7. Improve the English proficiency and academic achievement of LEP children.	<b>Yes</b>	<b>If yes, describe:</b> All English learners will have equal access to the newly adopted, standards-aligned core materials in ELA and Math. They will also have access to the supplemental, state-approved intervention materials for ELD. Intervention services and activities are available to identified English learners. Teachers of English learners follow the steps outlined in the English Learner Master Plan to provide planned interventions to “catch them up” ion core academic areas as needed.

		Description of how the LEA is meeting or plans to meet this requirement.	
	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> <li>○ To improve English language skills of LEP children; and</li> <li>○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.</li> </ul>	<b>Yes</b>	<p><b>If yes, describe:</b>            Parents of English learners benefit from all regular, District and site-level, parent education programs. Parents of English learners attend additional Title I and EL parent training and activities. Parents are encouraged to become involved in the site and District EL Parent Advisory Committees.</p> <p>All parents are invited to informal workshops sponsored by the DELAC to discuss ways to assist their children in improving academic achievement/performance. They include: DELAC, ELAC, Parent Institute, PTA/O programs, and parent conferences.</p>
	<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> <li>○ The acquisition or development of educational technology or instructional materials</li> <li>○ Access to, and participation in, electronic networks for materials, training, and communication; and</li> <li>○ Incorporation of the above resources into curricula and programs.</li> </ul>	<b>Yes</b>	<p><b>If yes, describe:</b>            All English learners have equal access to educational technology and technology materials at their school site. The Fountain Valley School District has a high degree of technology use integrated into the curricula, as outlined in the District Technology Master Plan. Title II Part D funding is used to enhance school technology use.</p> <p>EL students have assisted-learning programs that include: Accelerated Reading, Leveled Rigby Readers, Internet Access, Study Island, Microsoft Office Suite, Apple iWorks, and iLife. Technology equipment includes ELMOs, StarBoards, blue-tooth tablets, and LCD projectors to enhance visual learning.</p>
	10. Other activities consistent with Title III.	<b>Yes</b>	<p><b>If yes, describe:</b>            Instructional Assistants are included in ELD/SDAIE training offered to teachers. The Director of Categorical Programs meets monthly with site Lead ELAP Teachers to coordinate ELD instructions, assessment, and legal compliance regarding English learners</p>

## Plans to Notify and Involve Parents of Limited-English-Proficient Students

<p><b>Parents of Limited-English-Proficient students must be notified:</b> The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p><b>Required Activity</b></p> <p><b>1. <u>LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</u></b></p> <ul style="list-style-type: none"> <li>a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;</li> <li>b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;</li> <li>c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;</li> <li>d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;</li> <li>e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;</li> <li>f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;</li> <li>g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</li> </ul>	<ul style="list-style-type: none"> <li>a-b. The California English Language Development Test (CELDT) is administered within 30 days of enrollment to students whose answers to Home Language Survey questions are other than English. Parents are notified of the test results and recommended program placement in writing in a language they can understand. English learners who score at the beginning to early intermediate levels on CELDT are placed in a Structured English Immersion (SEI) program. In elementary, students are assigned to ELD groups based on their English proficiency level as determined by CELDT. In middle school, students are assigned to appropriate ELD and SDAIE courses. English learners with reasonable fluency, scoring at the intermediate to advanced levels, are placed in an English Language Mainstream (ELM) class. All English learners receive appropriate instruction to prepare them for reclassification. With the notification of test results and recommended placement, parents are also informed of their right to request an alternative program or different placement. Descriptions of programs are provided.</li> <li>c. The written notification of results and recommended placement include a description of both the SEI and ELM programs, including the content and instructional goals. Instruction is delivered in English by the classroom teacher. A bilingual tutor may use the primary language of a student for preview/review and clarification of content.</li> <li>d. CELDT results reported to parents include levels for reading, writing, listening, and speaking, as well as overall proficiency, in order to identify strengths and needs for each child. These levels are used in program placement decisions. These results are also shared with the student's teacher(s) for use in instructional planning.</li> <li>e. The descriptions of the SEI and ELM programs explain how these programs use English Language Development (ELD) to help their child learn English and Specially Designed Academic Instruction in English (SDAIE) to help their students meet California content standards.</li> </ul>

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<ul style="list-style-type: none"> <li>h. information pertaining to parental rights that includes written guidance detailing –               <ul style="list-style-type: none"> <li>i. the right that parents have to have their child immediately removed from such program upon their request; and</li> <li>ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;</li> <li>iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>f. Parents are also provided written criteria for reclassification and exit from the program and a written summary of the performance expectancies on CELDT, the CST, and English/Language Arts District Benchmarks.</li> <li>g. For LEP students with identified disabilities requiring special education services, CELDT performance levels in reading, writing, listening, and speaking are considered in the development of the Individualized Educational Program (IEP). IEP objectives include linguistically appropriate language goals and core content objectives. Parents are consulted in the development of IEP objectives.</li> <li>h. The written notification of CELDT results and recommended placement includes notification that parents can remove their child from the program upon request; describes programs offered by the District and explains that parents can request another available program; and encourages parents to seek additional information and assistance from District staff regarding program selection.</li> </ul>
<p><b>Note:</b> Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>		<p>Parents of enrolling English learners are notified immediately of all preliminary assessment results and program placement options during the initial parent interview process.</p> <p>Within the first 30 days of the school year, parents of all students who continue in SEI and ELM programs are provided with a notification of their child's participation in an English learner program.</p>
<p><b>LEA Parent Notification Failure to Make Progress</b> If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>		<p>Each year, as current CELDT student data is made available to the District, parents will be notified in writing if their child did not meet adequate yearly progress. Parents will be encouraged to attend a parent conference regarding their child's achievement in the acquisition of English Language Development skills and fluency. Parents will also be notified in writing within 30 days if the site or District as a whole did not meet the annual measurable achievement objectives as dictated by the State. All data will be reviewed by the district and site level EL Parent Advisory Committees.</p>



## Plans to Provide Services for Immigrants

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e) ).		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	No	If yes, describe:
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	No	If yes, describe:
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	No	If yes, describe:
	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	No	If yes, describe:

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e) ).		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	No	If yes, describe:
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	No	If yes, describe:
	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	No	If yes, describe:

**Performance Goal 3: *By 2011-12, all students will be taught by highly qualified teachers.***

**Summary of Needs and Strengths for Professional Development**

Based on a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

**[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]**

STRENGTHS	NEEDS
<p>As of September 2006, all of our <b>Elementary</b> school teachers meet the Federal definition of highly qualified. They all possess a California Certification. 100% of our Elementary School Teachers hold a special certification to teach English Learners.</p> <p>As of September 2006, all of our <b>Title I Elementary</b> school teachers meet the Federal definition of highly qualified. They all hold a California Certification. 100% of our Title I Elementary School Teachers hold a special certification to teach English Learners.</p> <p>As of September 2006, all of our <b>Middle School</b> Teachers meet the Federal definition of highly qualified. They all hold a California certification with Single Subject Authorization or have a Multiple Subject Credential. All are able to teach any subject in a departmentalized class, provided they have completed at least twelve (12) semester or six (6) upper division of graduate units of coursework at an accredited institution in each subject to be taught. Middle School Teachers are authorized to teach elective subjects, outside of their credential authorization, if they are approved by the Committee on Assignment. 100% of our Middle School teachers hold a special certification to teach English Learners.</p> <p>Of the 803 English Learners in FVSD, 100% are currently taught by qualified teachers (California certification to teach English Learners).</p> <p>As of September 2006 all 39 <b>Special Education</b> Teachers meet the Federal definition of highly qualified. 36 of the 39 Special Education Teachers have California certification for Special Education. Three (3) Special Education teachers have an emergency credential and they both are enrolled in university programs</p> <p>As of September 2006, 93% of teachers teaching GATE students have local certification for the GATE program (this is not a State requirement).</p>	<p>Our goal is to have no Emergency Credential teachers.</p> <p>Our goal is also to have 100% of our teachers possess a Special Certification to teach English Learners. EIA funds will be used to provide teachers with GLAD (Guided Language Acquisition Design) training. In addition, all professional development focused on standards-based instruction will include strategies to meet the unique needs of English learners.</p> <p>All school and District professional development will train teachers on the use of standards-aligned materials and instructional strategies centered on teaching all students to meet or exceed grade-level standards.</p>

**Performance Goal 3: *By 2011-12, all students will be taught by highly qualified teachers.***

**Planned Improvements for Professional Development (Title II)**

(Summarize information from district-operated programs and approved school-level plans)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>1. <u>How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</u></b></p> <p>a. The district's Staff Development Committee will conduct an annual staff development needs assessment of teachers in relation to State standards, State and District assessments, newly adopted standards aligned instructional materials, and student achievement data.</p> <p>b. Each site, through the Categorical Programs Office, will conduct an analysis of current educational practice tied to State standards and assessments to prioritize staff development needs each school plan cycle.</p> <p>c. STAR student achievement data will be analyzed for staff development needs.</p> <p>d. District Assessment student achievement data will be analyzed for staff development needs.</p>	<p>a. District Staff Development Committee/Deputy Supt. Instruction/ Annually</p> <p>b. Principals/ Director of Curriculum/Inst. 3 Year Cycle</p> <p>c. Deputy Supt. Instr./Principals/ teachers/ Annually</p> <p>d. Deputy Supt. Instr./ Principals/teachers/ annually</p>	<p>a. None</p> <p>b. None</p> <p>c. No additional costs</p> <p>d. No additional costs</p>	<p>a. None</p> <p>b. Varies by site</p> <p>c. None</p> <p>d. None</p>	<p>a. --</p> <p>b. --</p> <p>c. --</p> <p>d. --</p>
<p><b>2. <u>How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</u></b></p> <p>a. Professional development activities for teachers will focus on the California Standards for the Teaching Profession, which are founded in scientifically based research.</p> <p>b. Professional development activities for administrators will focus on the California Professional Standards for Educational Leaders, which are founded in scientifically based research.</p> <p>c. New teacher staff development through BTSA/Induction focuses on reflection and coaching and is based in scientific research.</p> <p>d. Professional development activities will be offered in a given area repeatedly to allow teachers to attend training, practice with students, and come back with questions or for additional training, or coaching.</p>	<p>a. Deputy Supt. Instruction, Principals, BTSA/ Induction lead support provider, Staff Development Committee, Ongoing</p> <p>b. Deputy Supt. Instruction, principals, AB 430 trainers/ ongoing</p>	<p>a. Stipends for BTSA/ Induction lead support provider.</p> <p>b. Cost of AB 430 training</p> <p>c. Stipends for BTSA/ Induction lead support provider, and BTSA/ Induction Support providers</p>	<p>a. BTSA/ Induction lead support provider stipends varies dependent upon the number of BTs.</p> <p>b. \$2,000 per administrator</p>	<p>a. BTSA/Induction</p> <p>b. AB 430 funds</p> <p>c. BTSA/ Induction</p> <p>d. BTSA/ Induction &amp; AARA</p> <p>e. None</p> <p>f. None</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> <li>e. Principals will be trained in the same instructional strategies in which teachers are trained; this will increase teacher accountability to implement what has been learned in the classroom.</li> <li>f. Professional development activities will focus on areas of student need.</li> </ul>	<ul style="list-style-type: none"> <li>c. Deputy Supt. Instruction, BTSA/ Induction lead support provider, BTSA/Induction support providers/ ongoing</li> <li>d. Deputy Supt. Instr, principals, consultants/ ongoing</li> <li>e. Deputy Supt. Instruction, principals/ongoing</li> <li>f. Asst. Supt. Instruction, Principals, AB 430 trainers/ ongoing</li> </ul>	<ul style="list-style-type: none"> <li>d. Consultant fees</li> <li>e. Consultant fees</li> <li>f. Cost of AB 430 training</li> </ul>	<ul style="list-style-type: none"> <li>c. BTSA/ Induction lead support provider - stipend varies dependent upon the number of BTs, \$1500 per BTSA/ Induction support provider for each beginning teacher</li> <li>d. BTSA/ Induction</li> <li>e. BTSA/ Induction</li> <li>f. \$2000 per administrator</li> </ul>	
<p><b>3. <u>How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</u></b></p> <ul style="list-style-type: none"> <li>a. Teachers will implement and/or integrate newly learned strategies into instruction and will use District-made, teacher-made, and/or publisher made formative assessments to determine the impact on student achievement.</li> <li>b. Teachers will meet in grade level teams to review student work to determine the impact of professional development on student mastery of State standards.</li> <li>c. Professional development will include specific strategies to meet the needs of under represented and under performing students, including moving students from the bottom two quartiles into the top two quartiles.</li> </ul>	<ul style="list-style-type: none"> <li>a. Teachers, Principals, Deputy Supt. Instruction</li> <li>b. Teachers, Principals</li> <li>c. Deputy Supt. Instruction, Staff Dev. Committee, Consultants</li> </ul>	<ul style="list-style-type: none"> <li>a. No additional costs</li> <li>b. No additional costs</li> <li>c. Consultant fees</li> </ul>	<ul style="list-style-type: none"> <li>a. None</li> <li>b. None</li> </ul>	<ul style="list-style-type: none"> <li>a. ---</li> <li>b. ---</li> <li>c. Title II</li> </ul>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>4. <u>How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</u></b></p> <p>a. Professional development activities will focus on the academic knowledge, instructional strategies and skills teachers and principals need to ensure student achievement in State standards, and State and District Assessment of State standards. Strategies in classroom management, interventions, data analysis, meeting the needs of various learners (e.g. GATE, EL, Special Ed), and parent communication will be embedded in professional development in instructional strategies to improve student achievement.</p> <p>b. Professional development in classroom management tools, intervention strategies, data analysis, strategies to meet the needs of Gifted students, English learners, students with disabilities, as well as working with parents as partners in education. will be offered individually with a focus on meeting students' needs to ensure achievement in State standards.</p>	<p>a. Deputy Supt. Instruction, Staff Dev. Committee, Principals, Director Curriculum &amp; Inst., BTSA/Induction lead support provider</p> <p>b. Deputy Supt. Instruction, Staff Dev. Committee, Principals, Director Curriculum &amp; Inst., BTSA/Induction lead support provider</p>	<p>a. BTSA/ Induction lead support provider</p> <p>b. BTSA/ Induction lead support provider</p>	<p>a.BTSA/Induction dependent pon number of BT's</p> <p>b.BTSA/Induction dependent upon number of BT's</p>	<p>a. Title II, BTSA/ Induction</p> <p>b. Title II, BTSA/ Induction</p>
<p><b>5. <u>The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</u></b></p> <p>a. Teachers of English Learners and teachers at Title I schools will participate in GLAD (Guided Language Acquisition Design) training, a FVSD designed instructional strategies program which is a nationally recognized Title VII Academic Excellence program, a State recognized instructional program for ELs and a Title I Achieving Schools Effective and Promising Practice.</p> <p>b. Training will be provided in Language!, a State approved intervention program, to teachers designated to teach reading to students achieving below grade level.</p> <p>c. Teacher collaboration time will focus on analyzing student work and developing lessons to improve areas of weakness.</p> <p>d. New teachers will participate in BTSA/Induction.</p> <p>e. Administrators' professional development will focus on skills to provide leadership in standards-based instruction, management for continuous improvement, and meeting all students' needs.</p>	<p>a. Teachers with ELs/annually as needed</p> <p>b. Language! teachers/ annually as needed</p> <p>c. All teachers/ Minimum day Thursday Staff Development Days throughout the year</p> <p>d. New teachers/ on going</p> <p>e. Deputy Supt. Instruction, Principals, Asst. Principals/ongoing</p>	<p>a. Substitute costs</p> <p>b. Sub costs, materials costs</p> <p>c. No additional cost</p> <p>d. Support provider stipends</p> <p>e. Cost of AB 430</p>	<p>a. \$200 per teacher</p> <p>b. Cost of mentor</p> <p>c. None</p> <p>d. \$1500 per new teacher</p> <p>e. \$2,000 per administrator</p>	<p>a. ELAC, SLIP</p> <p>b. General Fund</p> <p>c. None</p> <p>d. BTSA/Induction</p> <p>e. AB 430</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>6. <u>How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</u></b></p> <p>a. The Deputy Superintendent Instruction, Director, Categorical Programs/Technology, principals, and Staff Development Committee will work together to ensure that technology-related professional development links to other district and school professional development activities to enable staff to ensure all students mastery of State academic content standards.</p>	<p>a. Deputy Supt. Instruction, Director Curriculum/ Instruction, principals, Staff Development Committee/ongoing</p>	<p>a. None</p>	<p>a. None</p>	<p>a. None</p>
<p><b>7. <u>How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</u></b></p> <p>a. "Best technology practices" will be shared with administrators (with site staff) and Library Media Technicians.</p> <p>b. Identify online resources focused on reading and mathematics instruction.</p> <p>c. Provide in-class demonstration lessons to reflect integrated technology.</p> <p>d. Assess growth annually using CTAP<sup>2</sup> and TICAL models.</p> <p>e. Provide all needed software and hardware for staff.</p> <p>f. Expand the role of Technology Coordinators to include local technology support provider.</p>	<p>a. Director, Categorical/ Technology, principals, library technicians</p> <p>b. Director Categorical/ Technology, Technology staff</p> <p>c. Technology staff, Director Categorical/ Technology</p> <p>d. Technology staff, Director Categorical/ Technology</p> <p>e. Technology staff, Director Categorical/ Technology</p> <p>f. Technology staff, Director Categorical/ Technology</p>	<p>a. No additional costs</p> <p>b. None</p> <p>c. Stipends for Tech Coord./ Software</p> <p>d. Software/ server Server/CTAP</p> <p>e. No additional costs</p> <p>f. Bid Process</p> <p>g. Increased stipends for Tech Coord.</p>	<p>a. None</p> <p>b. None</p> <p>c. \$750 per Tech Coord.</p> <p>d. \$2500</p> <p>e. \$4,000</p> <p>f. None</p> <p>g. TBD</p> <p>h. TBD</p>	<p>a. Technology</p> <p>b. None</p> <p>c. None</p> <p>d. EETT</p> <p>e. Technology</p> <p>f. Technology</p> <p>g. Technology</p> <p>h. Technology</p>
<p><b>8. <u>How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</u></b></p> <p>a. The District Staff Development Committee is comprised of teacher representatives and the Deputy Superintendent of Instruction. Site principals are welcome to participate as well.</p>	<p>a. Selected teachers, Deputy Supt. Instruction, principals</p> <p>b. All teachers</p>	<p>a. None</p> <p>b. No additional costs</p>	<p>a. None</p> <p>b. None</p> <p>d. None</p>	<p>a. ---</p> <p>b. None</p> <p>d. None</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> <li>b. All teachers at each site participate in a District and a site level professional development needs assessment.</li> <li>c. Site leadership teams develop the Single Plan for Student Achievement including professional development with parent input.</li> <li>d. The LEA Plan Committee consists of the Deputy Supt. of Instruction and Personnel, Director Technology/ Curriculum, Director Support Services, and Coordinator Categorical Programs.</li> <li>e. Drafts of the LEA Plan go through a “feedback loop” consisting of principals, ELAP lead teachers, ELAC Parent Advisory Chairperson, School Site Councils, School Improvement District Advisory Council, and the Special Education Language! Coach</li> </ul>	<ul style="list-style-type: none"> <li>c. Selected teachers at each site, Principals, School Site Council parent members</li> <li>d. Deputy Supt. Instruction, and Personnel, Dir. Tech./Curriculum, Dir. Support Services, Coord. Categorical Programs</li> <li>e. Principals, ELAC lead teachers, ELAC Parent Advisory Chairperson, School Site Councils, School Improvement District Advisory Council, and Language! Coach</li> </ul>	<ul style="list-style-type: none"> <li>d. No additional costs</li> <li>e. Principals</li> <li>f. Stipends, ELAC lead teacher stipends, Language! Coach stipend</li> </ul>	<ul style="list-style-type: none"> <li>e. ELAC lead teacher \$500 per site, Language! Coach \$3,000.</li> </ul>	<ul style="list-style-type: none"> <li>e. Title III, ELAC, General Fund</li> </ul>
<p><b>9. <u>How the LEA will provide training to enable teachers to:</u></b></p> <ul style="list-style-type: none"> <li>a. Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;</li> <li>b. Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;</li> <li>c. Involve parents in their child’s education; and</li> <li>d. Understand and use data and assessments to improve classroom practice and student learning. <ul style="list-style-type: none"> <li>i. All eligible teachers will participate in the BTSA/Induction Program which requires teachers to demonstrate understanding and growth in meeting the needs of special populations; creating effective learning environments; involvement of parents in their child’s education; the use of data and assessments to improve instruction and student learning.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>i. Eligible BTSA/Induction teachers, support providers/ monthly</li> </ul>	<ul style="list-style-type: none"> <li>i. Support provider stipends</li> </ul>	<ul style="list-style-type: none"> <li>i. \$1500 per beginning teacher for support provider</li> </ul>	<ul style="list-style-type: none"> <li>i. BTSA/ Induction</li> </ul>



Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> <li>ii. Training in standards-based math materials and adopted ELA standards-based materials will include meeting the needs of special populations, classroom management during ELA and mathematics instruction, parent communication and involvement, and using assessment data to guide instruction and improve student achievement.</li> <li>iii. Grade level team analysis of reading, math and writing benchmark test and STAR results to determine areas of need will include planning for addressing diverse student needs and involving parents in their child's education.</li> <li>iv. Staff development days focused on research-based instructional practices in areas needing improvement will include meeting the needs of special populations, student behavior management, and working with families.</li> <li>v. Principal and Asst. Principal's professional development will combine the leaders' roles in supporting standards implementation, organization, and management for continuous improvement with classroom management, working with students' families, meeting the needs of special populations, and analyzing data to improve student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>ii. All K-5 teachers, 6-8 math and ELA teachers</li> <li>iii. All K-5 teachers, 6-8 math and ELA teachers/ annually</li> <li>iv. Teachers on voluntary basis</li> <li>v. New Principals and Asst. Principals</li> </ul>	<ul style="list-style-type: none"> <li>ii. No additional cost</li> <li>iii. None</li> <li>iv. None</li> <li>v. AB 430 costs</li> </ul>	<ul style="list-style-type: none"> <li>ii. None</li> <li>iii. None</li> <li>iv. None</li> <li>v. \$2,000 per participant</li> </ul>	<ul style="list-style-type: none"> <li>ii. ---</li> <li>iii. None</li> <li>iv. —</li> <li>v. AB 430 funding</li> </ul>
<p><b>10. <u>How the LEA will use funds under this subpart to meet the requirements of Section 1119:</u></b></p> <ul style="list-style-type: none"> <li>a. The District will provide teachers with GLAD (Guided Language Acquisition Design) training.</li> </ul>	<ul style="list-style-type: none"> <li>a. Director Instruction, Deputy Superintendent, GLAD trainers/ ongoing</li> </ul>	<ul style="list-style-type: none"> <li>a. Release time for participants</li> </ul>	<ul style="list-style-type: none"> <li>a. \$500 per participant</li> </ul>	<ul style="list-style-type: none"> <li>a. Title II, part A</li> <li>b. General Fund</li> </ul>

**Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.***

**Environments Conducive to Learning (Strengths and Needs):**

Please provide a list of the LEA's strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the LEA's strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

STRENGTHS	NEEDS
<p>Schools in the Fountain Valley School District have the following programs to support students physically, socially, emotionally, intellectually and psychologically, in environments that are conducive to learning:</p> <ol style="list-style-type: none"> <li>1. Student Success Teams to identify at-risk students</li> <li>2. Student Study Team referrals</li> <li>3. Counseling services by school psychologists and counselors</li> <li>4. Student leadership programs</li> <li>5. School clubs and organizations</li> <li>6. Supervised school events</li> <li>7. Extended School Program</li> <li>8. Local advisory council</li> <li>9. Student/Parent handbooks of school policies and rules</li> <li>10. Student Recognition-Schoolwide, FVSD Board Meetings, Rotary Club, local newspapers, FV City Council</li> <li>11. Crisis Response Notebook</li> <li>12. Crisis Response Procedures flipchart in every classroom and office areas</li> <li>13. Teacher training for update on latest information</li> <li>14. District and Site Disaster Drills</li> <li>15. Strongly enforced and well-publicized progressive discipline policy</li> <li>16. Parents are provided with regular information through school newsletters, Superintendent's newsletter, parent meetings, School Accountability Report Card, local newspapers, Connect Ed Communication System and District website</li> <li>17. Parents annually receive a copy of their "Parent Rights and Responsibilities"</li> <li>18. System is in place to identify excessive absences and trancies, provide early intervention through principals, nurses, counselors and the School Attendance Review Board process</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue to expand afterschool clubs at the middle school level.</li> <li>2. Increase parent involvement at the school site level in the areas of crisis response.</li> <li>3. Continue to support staff training and implementation of character education programs district wide.</li> <li>4. Increase the number of elementary schools participating in PBIS Grant.</li> </ol>

STRENGTHS	NEEDS
<p>19. The physical environment is well-maintained and classrooms are modernized to facilitate learning. There is a district plan to support this as an ongoing process.</p> <p>20. There is access to technology for all students and staff.</p> <p>Some schools have the following programs in place:</p> <ol style="list-style-type: none"> <li>1. Peer Mediation</li> <li>2. Character Education</li> <li>3. PBIS</li> <li>4. Community Service Learning</li> <li>5. Before/after school extra-curricular programs</li> <li>6. Drug Advisory Councils</li> <li>7. 40 Developmental Assets</li> <li>8. School-Loop-Parent/Student communication system</li> </ol>	

### **Environments Conducive to Learning (Activities):**

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

ACTIVITIES
<ul style="list-style-type: none"> <li>• Provide a time at each school site to discuss and review activities in this area.</li> <li>• Brainstorm and discuss implementation of additional programs, if needed.</li> <li>• School psychologists will serve as school counselors at each site.</li> <li>• 2 school counselors will counsel students at each site.</li> <li>• Middle School Staffs will continue to participate in the ICE Character Institute.</li> <li>• 4 Elementary Schools will continue to participate in PBIS Grant.</li> <li>• Continue to work with staffs to build school climates that build strong relationships with youth.</li> <li>• Continue with School Attendance Review Board.</li> </ul>

**Needs and Strengths Assessment (4115(a)(1)(A) ):**

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA's strengths and needs related to preventing risk behaviors.

STRENGTHS	NEEDS
<p>Fountain Valley School District's strengths relating to risk behaviors include:</p> <ol style="list-style-type: none"><li>1. Red Ribbon Week activities</li><li>2. Great American Smokeout</li><li>3. Zero Tolerance classroom visits done yearly by the principal/assistant principal</li><li>4. Tobacco prohibited on campus by board policy</li><li>5. Public signs to express this board policy at each site</li><li>6. Tobacco Intervention Program provided by County of Orange Health Care Agency</li><li>7. Cessation programs</li><li>8. Counseling provided for At Risk students</li><li>9. District policy for mandatory expulsion</li><li>10. School Attendance Review Board</li><li>11. Communication technology upgrades such as cell phones for administrators and outside phone access in every classroom</li><li>12. Project ALERT, a research-validated curriculum for tobacco, marijuana and alcohol, is taught by trained instructors at each middle school and the upper core at our K-8 school</li><li>13. Implementation of Too Good For Drugs, a science research-based curriculum for K-6<sup>th</sup> grade.</li><li>14. Fifth and seventh grade students completed the California Healthy Kids Survey in November 2009.</li></ol>	<ol style="list-style-type: none"><li>1. Increase the number of parent trainings in the areas of at-risk behaviors, including alcohol, tobacco and drug use.</li><li>2. Increase parent participation in parent trainings offered at school sites.</li><li>3. Continue to support and provide on-going staff development and trainings related to at-risk behaviors, including alcohol, tobacco and drug use.</li></ol>

**Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.***

**Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE)**

The District has submitted to CDE the 2009-2010 Safe and Healthy Kids Annual Report. Safe and Drug Free funding has ended.

The District is part of a 3 year TUPE Grant (2010-2013). Allocated funds will be utilized to support tobacco use prevention for 6-8<sup>th</sup> grade students district wide.

**Prevention Program Performance Indicators (4115(a)(1)(B) ):**

The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

<b>Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey</b>	<b>Most Recent Survey date: 11/20/2009 Baseline Data</b>	<b>Biennial Goal (Performance Indicator)</b>
The percentage of students that have ever used cigarettes will <b>decrease</b> biennially by:	5 <sup>th</sup> 2% 7 <sup>th</sup> 6%	5 <sup>th</sup> 1% 7 <sup>th</sup> 2%
The percentage of students that have used cigarettes within the past 30 days will <b>decrease</b> biennially by:	7 <sup>th</sup> 3 % 9 <sup>th</sup> n/a % 11 <sup>th</sup> n/a %	7 <sup>th</sup> 1 % 9 <sup>th</sup> n/a % 11 <sup>th</sup> n/a %
The percentage of students that have used marijuana will <b>decrease</b> biennially by:	5 <sup>th</sup> 1 % 7 <sup>th</sup> 4 %	5 <sup>th</sup> 1 % 7 <sup>th</sup> 2 %
The percentage of students that have used alcohol within the past 30 days will <b>decrease</b> biennially by:	7 <sup>th</sup> 5 % 9 <sup>th</sup> n/a % 11 <sup>th</sup> n/a %	7 <sup>th</sup> 2% 9 <sup>th</sup> n/a % 11 <sup>th</sup> n/a %
The percentage of students that have used marijuana within the past 30 days will <b>decrease</b> biennially by:	7 <sup>th</sup> 2 % 9 <sup>th</sup> n/a % 11 <sup>th</sup> n/a %	7 <sup>th</sup> 1 % 9 <sup>th</sup> n/a % 11 <sup>th</sup> n/a %

The percentage of students that feel very safe at school will <b>increase</b> biennially by:	5 <sup>th</sup> 61 % 7 <sup>th</sup> 32 % 9 <sup>th</sup> n/a % 11 <sup>th</sup> n/a %	5 <sup>th</sup> 2 % 7 <sup>th</sup> 2 % 9 <sup>th</sup> n/a % 11 <sup>th</sup> n/a %
The percentage of students that have been afraid of being beaten up during the past 12 months will <b>decrease</b> biennially by:	7 <sup>th</sup> 19 % 9 <sup>th</sup> n/a % 11 <sup>th</sup> n/a %	7 <sup>th</sup> 2 % 9 <sup>th</sup> n/a % 11 <sup>th</sup> n/a %
<b>Truancy Performance Indicator</b>		
The percentage of students who have been truant will <b>decrease</b> annually by _____ from the current LEA rate shown here.  NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.	<u>NA</u> %	_____%
<b>Protective Factors Performance Measures from the California Healthy Kids Survey</b>	<b>Most recent date: _/_/_/ Baseline Data</b>	<b>Biennial Goal (Performance Indicator)</b>
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will <b>increase</b> biennially by:	5 <sup>th</sup> 63 % 7 <sup>th</sup> 37 % 9 <sup>th</sup> n/a % 11 <sup>th</sup> n/a %	5 <sup>th</sup> 1% 7 <sup>th</sup> 2 % 9 <sup>th</sup> n/a % 11 <sup>th</sup> n/a %
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will <b>increase</b> biennially by:	5 <sup>th</sup> 58 % 7 <sup>th</sup> 55 % 9 <sup>th</sup> n/a % 11 <sup>th</sup> n/a %	5 <sup>th</sup> 2 % 7 <sup>th</sup> 2 % 9 <sup>th</sup> n/a % 11 <sup>th</sup> n/a %

The percentage of students that report high levels of opportunities for meaningful participation at their school will <b>increase</b> biennially by:	5 <sup>th</sup> 15 % 7 <sup>th</sup> 18% 9 <sup>th</sup> n/a % 11 <sup>th</sup> n/a %	5 <sup>th</sup> 2 % 7 <sup>th</sup> 2 % 9 <sup>th</sup> n/a % 11 <sup>th</sup> n/a%
The percentage of students that report high levels of school connectedness at their school will <b>increase</b> biennially by:	5 <sup>th</sup> 65 % 7 <sup>th</sup> 69 % 9 <sup>th</sup> n/a % 11 <sup>th</sup> n/a %	5 <sup>th</sup> 2 % 7 <sup>th</sup> 2 % 9 <sup>th</sup> n/a % 11 <sup>th</sup> n/a %

### Other Performance Measures

List below any other performance measures and performance indicators the LEA has adopted specific to its prevention programs (drug, violence, truancy, school safety, etc.). Specify the performance measure, the performance indicator goal, and baseline data for that indicator.

LEA Specified Performance Measures  (Process to Collect Data)	Performance Indicator Goal	Baseline Data

**Science Based Programs (4115 (a)(1)(C) ):**

The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
<b>Project ALERT</b>	ATOD	6-8	2301	8/99-8/00	1999-2001	1/2000
<b>Too Good for Drugs</b>	ATODV	K-5	3938	4/07-4/09	2007-2009	9/2007 9/2008 9/2009



**Research-based Activities (4115 (a)(1)(C) ):**

Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

Check	Activities	Program ATODV Focus	Target Grade Levels
X	After School Programs	ATODV	
X	Conflict Mediation/Resolution	ATODV	
X	Early Intervention and Counseling	ATODV	
X	Environmental Strategies	TV	
X	Family and Community Collaboration	ATOD	
X	Media Literacy and Advocacy	ATODV	
	Mentoring		
X	Peer-Helping and Peer Leaders	ATODV	
	Positive Alternatives		
X	School Policies	ATODV	
X	Service-Learning/Community Service	ATODV	
X	Student Assistance Programs	ATODV	
X	Tobacco-Use Cessation	TD	

Check	Activities	Program ATODV Focus	Target Grade Levels
	Youth Development Caring Schools Caring Classrooms		
	Other Activities Tobacco Intervention Program TUPP		

**Promising or Favorable Programs (4115 (a)(3) ):**

The LEA may – but is not required to – designate and list the promising or favorable programs (programs whose effectiveness is not as strongly established though scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date

**Waiver to Adopt Promising or Favorable Programs not listed in Appendix E:**

Check the box below if the LEA will submit an application for waiver in order to include other promising or favorable programs not found in Appendix E. Programs not listed in Appendix E will be considered on a case-by-case basis. The LEA must demonstrate that the program for which a waiver is requested is legitimately innovative or demonstrates substantial likelihood of success. The CDE will provide under separate cover additional information and the forms for submitting a waiver request.

**Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D) ):**

For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA's analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

The Too Good for Drugs program has been chosen by the FVSD for our K-6 students beginning in 2007; staff training and implementation was completed in 2009. Too Good for Drugs focuses on providing students with the skills needed to make positive decisions and is developmentally appropriate and effective with our elementary students in addressing the effects of alcohol, tobacco, drugs, and violence.

Project ALERT has been chosen by FVSD for our 6<sup>th</sup> through 8<sup>th</sup> grade students. Project ALERT is a research-validated program that is engaging and motivational for our adolescent population. It is interactive in its approach of addressing the effects of alcohol, tobacco and drug use. In addition, Project ALERT has a parent/community involvement component.

**Evaluation and Continuous Improvement (4115 (a)(2)(A) ):**

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA's alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

FVSD completed the CHKS in November 2009. FVSD will continue to administer the CHKS biennially and will analyze the findings and share results with administrators, teachers and parents. The findings will be used to review current programs and practices and make necessary changes.

**Use of Results and Public Reporting (4115 (a)(2)(B) ):**

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

Public reporting of progress towards goals will be reported through school and District newsletters, articles in local newspapers, memos, board reports and any other communication mechanisms to reach parents, staff and community members.

Local surveys will be reported to School Site Councils.

**Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E) ):**

Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need. (Section 4114 [d][3])

Fountain Valley School District defines the highest need students as students who receive Title I services, live in single parent households, are English Language Learners, have emotional or mental health problems, have received several discipline citations and are performing below standards.

The following services are funded and supported with SDFSC funding, when available, for students with the greatest needs:

1. Early identification and intervention services through the Student Success Team process
2. Before and after school activities that focus on academic tutoring and mentoring
3. Opportunities to participate in non-academic, creative and athletic activities
4. Saturday School for students in middle school cited for extreme truancy or behavior problems
5. Service-learning opportunities for students
6. Extended School Program
7. Counseling opportunities
8. Translators available for all activities
9. Language! Program for delayed readers
10. School Attendance Review Board for truancy, excessive absences and behavior problems.

**Coordination of All Programs (4114 (d)(2)(A)):**

Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

Programs will be coordinated under the direction of the FVSD Director of Support Services and the District Nurse. Representatives from various staff groups will participate in this process. Members of the Drug Advisory Council will be aware of all programs.

**Parent Involvement (4115 (a)(1)(e)):**

Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.

Parents are involved in each school advisory group. In addition, a parent representative is present at each District Drug Advisory Meeting. Parents are involved in planning and designing programs. They volunteer on committees and represent all ethnic and socioeconomic groups in our District. Parents are given an opportunity to attend at least one drug and prevention activity each year. They are in charge of Red Ribbon Week activities, sponsoring a poster contest and Red Ribbon Week Festival Day with booths and prevention activities, as well as honoring poster winners from each school. Middle schools annually plan prevention assemblies with parent input. Regular communications occur throughout the year with parent newsletters, the Connect Ed communication system, District website, School site website and various announcements of school activities. Survey results and Safe School Plans are shared with School Site Councils and the School Improvement District Advisory Committee.

**TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):**

Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.

There are no FVSD students participating in this program.

**TUPE Funded Positions (Health & Safety Code 104420(b)(3)):**

Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section 104420 [b](3))

Position/Title	Full time equivalent
Coordinator	.25



**Performance Goal 5: *All students will graduate from high school.***

**Planned Improvements: High School Graduation Rates, Dropouts, and AP**

This section of the plan is intended to reflect the LEA's efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the LEA's efforts to ensure that all students have equal access to advanced placement (AP) opportunities.

Fountain Valley School District is an elementary school district and, therefore, has no high schools.

<b>Performance Indicator</b>	<b>Activities/Actions</b>	<b>Students Served</b>	<b>Timeline/ Person(s) Involved</b>	<b>Benchmarks/ Evaluation</b>	<b>Funding Source</b>
<b>5.1</b> (High School Graduates)					
<b>5.2</b> (Dropouts)					
<b>5.3</b> (Advanced Placement)					

## Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."	
	Description of how the LEA is meeting or plans to meet this requirement:
Identify one of the following options as the low-income measure to identify schools eligible for Title I funding: <ul style="list-style-type: none"><li>• Number of children in families receiving assistance under the CalWorks program;</li><li>• Number of children eligible for Free/Reduced Price Lunch programs;</li><li>• Number of children ages 5-17 in poverty counted by the most recent census data;</li><li>• Number of children eligible to receive medical assistance under the Medicaid program;</li><li>• Or a composite of the above.</li></ul>	Each year the poverty criteria are reported in the Consolidated Application Part I. The low-income measure used to rank Title I schools is the eligibility for Free and Reduced Lunch.
Describe how the low-income measure described above is used to rank and select schools to receive Title I funds <ul style="list-style-type: none"><li>• All schools with a 75% or above poverty level are funded</li><li>• All other schools are funded by poverty ranking district wide or by grade span.</li></ul>	Ranking order and poverty rate option is determined by the District-wide poverty rate. Schools may be identified if their poverty rate is at or above the District poverty rate and by grade span (K-5).

## Additional Mandatory Title I Descriptions (continued)

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Schoolwide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on Schoolwide, please go to <http://www.cde.ca.gov/sp/sw/rt/>; for Targeted Assistance go to <http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp> ).

	Description of how the LEA is meeting or plans to meet this requirement:
<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> <li>• A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards.</li> <li>• Effective methods and instructional strategies based on scientifically-based research.</li> <li>• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</li> <li>• Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards.</li> <li>• Instruction by highly qualified teachers and strategies to attract and keep such teachers.</li> <li>• High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.</li> <li>• Strategies to increase parental involvement.</li> <li>• Assistance to preschool children in transitioning from early childhood programs to elementary school programs.</li> <li>• Timely and effective additional assistance to students who experience difficulty mastering state standards.</li> </ul>	<p>Fountain Valley School District schools are designated Targeted Assistance.</p>

## Additional Mandatory Title I Descriptions (continued)

<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> <li>• Effective methods and instructional strategies based on scientifically-based research.</li> <li>• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</li> <li>• Strategies that minimize removing children from the regular classroom during regular school hours for instruction.</li> <li>• Instruction by highly qualified teachers.</li> <li>• Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff.</li> <li>• Strategies to increase parental involvement.</li> </ul>	<ol style="list-style-type: none"> <li>1. Targeted assistance schools identify students most in need of services that are not meeting Reading/Math proficiency standards, AMAOs, and the local District Benchmarks.</li> <li>2. Multiple measurements are used for "at-risk" identification.</li> <li>3. The District provides professional development on scientifically research-based instructional strategies such as GLAD, Thinking Maps, <del>and</del> ELD support training, <b>and DIBELS intervention strategy.</b></li> <li>4. Before/after school tutoring programs may be used by targeted schools.</li> <li>5. Underperforming students ("at risk" of retention) are targeted for academic intervention programs such as Reading Clinic, Language!, Accelerated Reader, Rigby Leveled Readers, Read Naturally, Reading A-Z, Step-Up-to-Writing, and Spotlight remediation classes.</li> <li>6. Performance measures on current and past CSTs, CELDT, District assessments, as well as teacher anecdotal records, are used for identification and monitoring purposes, along with DIBELS.</li> <li>7. Principals attend SB 430 training (some). BTSA support, ELD, and GLAD training provide District-supported professional development opportunities.</li> <li>8. District personnel provide Title I principals with information regarding parent involvement resources and ideas.</li> <li>9. At the annual meeting, a reading workshop occurs in conjunction with ELAC participation.</li> <li>10. Materials to support parent needs are handed out at parent conferences.</li> </ol>
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## Additional Mandatory Title I Descriptions

(continued)

<p>Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, “Targeted Assistance Schools,” will identify the eligible children most in need of services under this part. <b>Please note that multiple, educationally related criteria must be used to identify students eligible for services.</b> Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> <li>Identify children who are failing or most at risk of failing to meet the state academic content standards.</li> <li>Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades.</li> <li>Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.</li> </ul>	<p><b><i>K-2 English Language Arts Entry Criteria: One or more</i></b></p> <ul style="list-style-type: none"> <li>Teacher observation/referral</li> <li>Not meeting standards on classroom assignments (N=Needs to Improve)</li> <li>Not meeting standards on District Benchmark Assessments (Fail)</li> <li>Below grade level on Informal Reading Inventory</li> <li>Not meeting Annual Measurable Achievement Objective (AMAO) on CELDT</li> <li>English learner Intermediate Fluency or <del>above</del> below</li> </ul> <p><b><i>3-5 English Language Arts Entry Criteria: One or more</i></b></p> <ul style="list-style-type: none"> <li>Teacher observation/referral</li> <li>Two or more years below grade level in reading or math</li> <li>Basic, Below Basic, Far Below Basic proficiency level or below on STAR</li> <li>Fail District Benchmark Assessments</li> <li>D or F on ELA or Math classroom assignments or academic content grades</li> <li>Not meeting Annual Measurable Achievement Objective (AMAO) on CELDT</li> <li>English learner Intermediate Fluency or <del>above</del> below</li> </ul>
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	<p>Homeless students will be able to attend either their home school or school of current residence. They will also be eligible for tutoring services and educational support materials (technology, software, instructional materials) so that they can fully participate in the instructional program. A Homeless Liaison will also provide referrals to city and county agencies to facilitate the students’ social and health needs.</p>
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	<p>Fountain Valley School District will provide tutoring services and educational support materials (technology, software, instructional materials) to students who are living in institutions for neglected children to increase learning time. Pupil services, including counseling referrals and mentoring opportunities, will be available to these students.</p>

## Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, “Academic Assessment and Local Educational Agency and School Improvement,” as in need of improvement.	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none"><li>• Assistance in developing, revising, and implementing the school plan.</li><li>• Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas.</li><li>• Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI.</li><li>• Assistance in analyzing and revising the school budget so the school’s resources are used effectively.</li></ul>	<p>Fountain Valley School District currently does not have a school in Program Improvement status.</p>

## Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, “Academic Assessment and Local Educational Agency and School Improvement.”	
	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school’s identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	<p>Fountain Valley School District will notify parents of their school’s identification as a Program Improvement School (in English and the two other predominant languages of the students). The notification will include:</p> <ul style="list-style-type: none"> <li>• An explanation of what the identification means and how the school compares in terms of academic achievement to other elementary or secondary schools</li> <li>• The reasons for identification for school improvement</li> <li>• An explanation of what the school identified for school improvement is doing to address the problem of low achievement</li> <li>• An explanation of what the Fountain Valley School District is doing to help the school address the achievement problem</li> <li>• An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement</li> <li>• An explanation of the parents’ option to transfer their children to another public school, with transportation provided by the local educational agency, or to obtain supplemental educational services</li> </ul>
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	The District will set aside 20% of their Title I budget for transportation for the choice option and supplemental services. The lowest achieving students will be identified and given priority for supplemental services (when required).

## Additional Mandatory Title I Descriptions

(continued)

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."	
	Description of how the LEA is meeting or plans to meet this requirement:
Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	<ul style="list-style-type: none"> <li>• The Fountain Valley School District will provide staff development and instructional support for teachers, paraprofessionals, and principals using Title I and Title II funds based upon District needs. District-wide staff development activities will be provided for the systemic needs of students, with a special emphasis on underachieving students and staff that work with Title I populations.</li> <li>• Staff development activities will be used to retain and increase the number of highly qualified teachers (when needed), administrators, and other staff in order to build capacity.</li> <li>• The District ELAC and Title I Advisory Committee(s) will provide input and assistance in the evaluation of these activities.</li> <li>• SSC will provide input into the development and evaluation of school site professional development activities.</li> <li>• There is uniform delivery of the core curriculum and academic content standards as directed by District-level coordination and policy-making regarding implementation, textbooks, standards, and supplemental programs. There is close coordination and deliberate articulation among the Instruction, Business, and Personnel Divisions, under the direction of the Superintendent. District-level core curriculum and education services coordination are reinforced at the site level through systematic, ongoing formal meetings and procedures, as well as through information communication and follow-up activities.</li> <li>• This complete instructional program includes: activities, methods, materials, and equipment; scheduling and planning of the curriculum; staff development; parent education; and both ongoing and annual assessments of student achievement and program effectiveness.</li> <li>• This coordination and articulation is evidenced at the District and site level by agendas and minutes of meetings, schedules of staff development opportunities, a variety of newsletters and publications, and board policy.</li> </ul>



## Additional Mandatory Title I Descriptions

(continued)

	<ul style="list-style-type: none"> <li>• The School-based Coordinated Program allows each school to coordinate a complete, cohesive, and balanced instructional program for all students. Multi-funded students receive additional and appropriate educational services that support, enrich, and/or extend their learning based on individual needs in relationship to achieving mastery of the State and District Academic Content Standards.</li> <li>• Each school identifies the integral relationship between student learning results and specific prevention, intervention, and improvement strategies, which are supported by both District and categorical funding.</li> </ul>
Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.	<p>The Fountain Valley School District will assist the school efforts for involving parents in their child's education by:</p> <ul style="list-style-type: none"> <li>• Providing training for staff to involve parents</li> <li>• Developing District/School Parent Involvement policies and School Compacts</li> <li>• Title I parents will be invited to school Family Literacy Nights and School Family Science Night <b>and other events as planned by the local school.</b></li> <li>• School newsletters will provide parents with information about the school and community resources.</li> <li>• All District and school web sites will host a Parent/Student Resource link with "Ideas for Parents" and other current and important community, state, and federal links.</li> </ul> <p>Coordination and integration of educational services includes the following programs: English Learner, Title III, Title I, GATE (Tier III swept), School Improvement (Tier III swept), Special Education, Title II Teacher Quality and Technology, Title V Innovation Programs, Child Development, Orange County Children and Families Commission for School Readiness, Safe and Drug-Free Schools, and School Safety and Violence Prevention Act.</p>

## Additional Mandatory Title I Descriptions

(continued)

<b><i>Coordination of Educational Services</i></b>	
<p>In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.</p>	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> <li>Even Start</li> <li>Head Start</li> <li>Reading First</li> <li>Early Reading First</li> <li>Other preschool programs</li> <li>Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities.</li> </ol> <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>Fountain Valley School District has two main methods to guarantee the coordination of educational services:</p> <ul style="list-style-type: none"> <li>School sites collect evaluative student, staff, and community data on an ongoing basis for their comprehensive needs assessment, upon which their school site plans are designed. This “Single Plan for Student Achievement” specifies all activities and funding sources utilized by the school site to meet the academic needs of the students. State and federal categorical program funds are used to supplement the core instructional program at the site and District level. All District-level program administrators provide support, information, and resources to the school site leadership, planning committees, and parent advisory groups so that all schools conduct high quality programs that are effectively managed and operated within appropriate legal parameters.</li> <li>District-level, state, and federal categorical staff will meet regularly with the Curriculum and Instruction Office to increase program effectiveness, eliminate duplication, and coordinate the delivery of core and essential services.</li> <li>Staff development opportunities for Title I teachers and support staff are coordinated under the supervision of the Deputy Superintendent of Instruction and the Director, Categorical Programs/Technology, with input from the Personnel Division and Support Services. Title II professional development reinforces District Strategic Goals and follows required State guidelines.</li> </ul>

## Additional Mandatory Title I Descriptions

(continued)

	<ul style="list-style-type: none"><li>• These training opportunities are available to all personnel, administrators, support staff, classified staff, and parents. Coordination of staff development occurs in the following ways:<ol style="list-style-type: none"><li>1. Site-level teacher needs assessments focused on standards implementation</li><li>2. Effective strategies responsive to the primary needs of the students based on State and local achievement data</li><li>3. Core curriculum textbooks and approved supplemental materials</li><li>4. Prevention/intervention programs and materials.</li></ol></li><li>• Our particular focus this year has been training on the blended services model to provide early prevention/ intervention in reading for grades K-2 at Title I schools. Primary grade-level staff members are working toward providing coordinated, intensive reading prevention and intervention through the most effective use of teaching personnel and resources to meet the needs of all students regardless of program labels. 3-5 students at risk are receiving Title I interventions through the Spotlight Program and computer-aided instruction.</li></ul>
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## **Part III**

### **Assurances and Attachments**

*Assurances*

*Signature Page*

*Appendix*

*Appendix A: California's NCLB Performance Goals and Performance Indicators*

*Appendix B: Links to Data Web sites*

*Appendix C: Science-Based Programs*

*Appendix D: Research-based Activities*

*Appendix E: Promising or Favorable Programs*

## **ASSURANCES**

To assure the LEA's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

### **GENERAL ASSURANCES**

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

## **TITLE I, PART A**

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4<sup>th</sup> and 8<sup>th</sup> grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

## **TITLE I, PART D – SUBPART 2**

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

## **TITLE II, PART A**

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:  
**(A) have the lowest proportion of highly qualified teachers;**  
**(B) have the largest average class size; or**  
**(C) are identified for school improvement under section 1116(b).**
- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

## **TITLE II, PART D**

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:
  - Strategies for using technology to improve academic achievement and teacher effectiveness.
  - Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
  - Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
  - Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
  - Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.



- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
  - A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
  - A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
  - Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
  - A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
  - Collaboration with adult literacy service providers.
  - Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
  - Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5) ) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
  - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
  - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
  - Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

### **TITLE III**

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The LEA is complying with Section 3302 prior to, and throughout, each school year.
41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

### **TITLE IV, PART A**

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
  - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.

- Security procedures at school and while students are on the way to and from school.
- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
- A crisis management plan for responding to violent or traumatic incidents on school grounds.
- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
  - Allows a teacher to communicate effectively with all students in the class.
  - Allows all students in the class to learn.
  - Has consequences that are fair, and developmentally appropriate.
  - Considers the student and the circumstances of the situation.
  - Is enforced accordingly.

50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

#### **TITLE IV, PART A, SUBPART 3**

51. The LEA assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.

#### **TITLE V, PART A**

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.

54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.

55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:

- will be used to make decisions about appropriate changes in programs for the subsequent year;

- will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
- will be submitted to the SEA at the time and in the manner requested by the SEA.

### **New LEAP Assurances**

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:

- (i) truancy rates;
- (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
- (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
- (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)

57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated “persistently dangerous” in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

### **Other**

58. The LEA assures that a minimum of 95% of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state’s assessments program.

## **SIGNATURE PAGE**

Marc Ecker, Ph.D.  
Print Name of Superintendent

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

\_\_\_\_\_  
Date

## APPENDIX A

On May 30, 2002, the California State Board of Education (SBE) adopted the five goals and 12 performance indicators for No Child Left Behind, as set forth in the Federal Register Notice of May 22, 2002. The SBE's adoption of the specified goals and performance indicators represents California's commitment to the development of an accountability system to achieve the goals of NCLB.

Collectively, NCLB's goals, performance indicators, and performance targets constitute California's framework for ESEA *accountability*. The framework provides the basis for the state's improvement efforts, informing policy decisions by the SBE and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB; it also provides a basis for coordination with the State Legislature and the Governor's Office.

### **California's NCLB Performance Goals and Performance Indicators**

**Performance Goal 1:** *All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.*

- 1.1 **Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i). )
- 1.2 **Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i). )
- 1.3 **Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

**Performance Goal 2:** *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

- 2.1. **Performance indicator:** The percentage of limited-English-proficient Students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

- 2.3 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in mathematics on the State’s assessment, as reported for performance indicator 1.2.

**Performance Goal 3: *By 2005-2006, all students will be taught by highly qualified teachers.***

- 3.1 **Performance indicator:** The percentage of classes being taught by “highly qualified” teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in “high-poverty” schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).
- 3.2 **Performance indicator:** The percentage of teachers receiving high-quality professional development. (See definition of “professional development” in section 9101(34). )
- 3.3 **Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d). )

**Performance Goal 4: *All students will be educated in learning environments that are safe, drug free, and conducive to learning.***

- 4.1 **Performance indicator:** The percentage of persistently dangerous schools, as defined by the State.

**Performance Goal 5: *All students will graduate from high school.***

- 5.1 **Performance indicator:** The percentage of students who graduate from high school, with a regular diploma:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
  - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
- 5.2 **Performance indicator:** The percentage of students who drop out of school:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
  - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

## APPENDIX B

### *Links to Data Web sites*

Below is a listing of Web site links for accessing district-level data and information to be used by the LEA in developing this Plan:

- Academic Performance Index (API)  
<http://www.cde.ca.gov/psaa/api/index.htm>
- California Basic Educational Data System (CBEDS)  
<http://www.cde.ca.gov/demographics/coord/>
- California English Language Development Test (CELDT)  
<http://www.cde.ca.gov/statetests/celdt/celdt.html>
- California High School Exit Exam (CAHSEE)  
<http://www.cde.ca.gov/statetests/cahsee/eval/eval.html>
- California Standardized Test (CST)  
<http://www.cde.ca.gov/statetests/index.html>
- DataQuest  
<http://data1.cde.ca.gov/dataquest/>
- School Accountability Report Card (SARC)  
<http://www.cde.ca.gov/ope/sarc/>
- Standardized Testing and Reporting (STAR) Program  
<http://www.cde.ca.gov/statetests/star/index.html>



## APPENDIX C

Science-Based Programs							
Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research-validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education's Expert Panel, or the University of Colorado's Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education's publication Getting Results. Websites where additional information can be found about each program's description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program.							
A: < <a href="http://www.californiahealthykids.org">http://www.californiahealthykids.org</a> > (California Healthy Kids Resource Center: Research-Validated Programs)							
B: < <a href="http://www.colorado.edu/cspv/blueprints/model/overview.html">http://www.colorado.edu/cspv/blueprints/model/overview.html</a> > (University of Colorado: Blueprints)							
C: < <a href="http://modelprograms.samhsa.gov/model_prog.cfm">http://modelprograms.samhsa.gov/model_prog.cfm</a> > (Center for Substance Abuse Prevention: Model Programs)							
D: < <a href="http://www2.edc.org/msc/model.asp">http://www2.edc.org/msc/model.asp</a> > (United States Department of Education: Expert Panel)							
E: < <a href="http://www.gettingresults.org/">http://www.gettingresults.org/</a> > (Getting Results)							
School-Based Programs							
	Intended program outcomes and target grade levels. See research for proven effectiveness						
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	x	x	x			A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A, B, C, D,
Border Binge Drinking Reduction Program	K to 12	x			x		C,
Child Development Project/Caring School Community	K to 6	x		x	x	x	A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C
Coping Power	5 to 8			x	x		C
DARE To Be You	Pre-K	x		x	x	x	A, C,
Early Risers Skills for Success	K to 6				x		C,
East Texas Experiential Learning Center	7	x	x	x	x	x	C
Friendly PEERsuasion	6 to 8	x					C
Good Behavior Game	1 to 6				x		B, C
High/Scope Perry Preschool Project	Pre-K				x	x	B, C, E
I Can Problem Solve	Pre-K				x		A, B, D
Incredible Years	K to 3				x	x	B, C,
Keep A Clear Mind	4 to 6	x	x				A, C,
Leadership and Resiliency	9 to 12					x	C,
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x		A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					x	D, C, E
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E

Olweus Bullying Prevention	K to 8				x		B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8				x	x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A, B, C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B, E
Reconnecting Youth	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12			x	x		C, D, E
Rural Educational Achievement Project	4				x		C
School Violence Prevention Demonstration Program	5 to 8				x		C
Second Step	Pre-K to 8				x		A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B, C, D, E
SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			x			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				x		C, D,
Too Good for Drugs	K to 12	x	x	x	x		C
<b>Community and Family-based Programs</b>							
Intended program outcomes and target setting. See research for proven effectiveness							
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,
Parenting Wisely	Parents				x		C,

Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

## APPENDIX D

### **Research-based Activities (4115 (a)(1)(C) ):**

The LEA must designate and list the research-based activities (strategies and activities developed by the LEA to supplement the science-based programs listed above) selected from below:

<i><b>Research-based Activities</b></i>	
<b>Activities</b>	<b><i>Research Summaries Supporting Each Activity:</i></b>
After School Programs	Getting Results Part I, page 77-78
Conflict Mediation/Resolution	Getting Results Part I, page 63-65 Getting Results Part I, page 127-129
Early Intervention and Counseling	Getting Results Part I, page 72 Getting Results Part I, page 100-101 Getting Results Part I, page 106-107
Environmental Strategies	Getting Results Part I, page 73-75 Getting Results Part II, page 47-48 Getting Results Part II, page 76-79 Getting Results Part II, page 89-94
Family and Community Collaboration	Getting Results Part I, page 104-105 Getting Results Part II, page 26-28 Getting Results Part II, page 33
Media Literacy and Advocacy	Getting Results Part II, page 45 Getting Results Update 3, page 22-24
Mentoring	Getting Results Part I, page 49
Peer-Helping and Peer Leaders	Getting Results Part I, page 104-106 Getting Results Update 3, page 43-45
Positive Alternatives	Getting Results Part I, page 79-81 Getting Results Part I, page 104-106 Getting Results Part I, page 108-109
School Policies	Getting Results Part I, page 66-72 Getting Results Part II, page 22-23
Service Learning/Community Service	Getting Results Part I, page 81-83 Getting Results Part II, page 46-47
Student Assistance Programs	Getting Results Part I, page 89-90
Tobacco-Use Cessation	Getting Results Part II, page 28 Getting Results Part II, page 42-43 Getting Results Part II, page 72-74
Youth Development/Caring Schools/Caring Classrooms	Getting Results Part I, page 121-123 Getting Results Part I, page 136-137 Getting Results Part II, page 28 Getting Results Update 1

## APPENDIX E

Promising or Favorable Programs							
<p>Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.</p> <p>A: &lt; <a href="http://www.californiahealthykids.org">http://www.californiahealthykids.org</a> &gt; (California Healthy Kids Resource Center)</p> <p>B: &lt; <a href="http://www.colorado.edu/cspv/blueprints/model/overview.html">http://www.colorado.edu/cspv/blueprints/model/overview.html</a> &gt; (University of Colorado: Blueprints)</p> <p>C: &lt; <a href="http://modelprograms.samhsa.gov/model_prog.cfm">http://modelprograms.samhsa.gov/model_prog.cfm</a> &gt; (Center for Substance Abuse Prevention)</p> <p>D: &lt; <a href="http://www2.edc.org/msc/model.asp">http://www2.edc.org/msc/model.asp</a> &gt; (United States Department of Education: Expert Panel)</p> <p>E: &lt; <a href="http://www.gettingresults.org/">http://www.gettingresults.org/</a> &gt; (Getting Results)</p>							
Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D

Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
Tobacco-Free Generations	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B



# FOUNTAIN VALLEY SCHOOL DISTRICT

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

## Memorandum

Board Meeting  
May 5, 2011

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

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

**DATE:** April 19, 2011

**SUBJECT:** E-Rate Revenue History Report

---

### Background

As a result of the Telecommunications Act of 1996, the Federal Communications Commission (FCC) adopted an Order on May 8, 1997, creating the Schools and Libraries Program of the Universal Service Fund (USF), commonly known as E-rate (education-rate). It is one of four support programs funded through a Universal Service fee charged to companies that provide interstate and/or international telecommunications services.

The Fountain Valley School District has been participating in the E-rate program for the past twelve years. The E-rate program is a Federal program which provides schools and libraries across the country with substantial discounts on their technology services. The Universal Service Administration Company (USAC) administers the Universal Service Fund at the direction of the Federal Communications Commission (FCC); the USAC's Schools and Libraries Division administers the E-Rate Program.

Discounts for support depend on the level of poverty and the urban/rural status of the population served and range from 20% to 90% (FV eligibility rate is 46%) of the costs of eligible services. Eligible schools districts and libraries may apply individually or as part of a consortium. These discounts reduce the costs of our telephone service, Internet access, and the internal connections we use to build and maintain the computer networks that link our classrooms.

It is District responsibility to provide the equipment (e.g., computers, telephones, etc.), software, professional development, and the other elements that are necessary to utilize the connectivity funded by the Schools and Libraries Program. A school district must have a local and county technology plan approved by the State of California outlining how technology will be used to achieve specific curriculum reforms. The current technology plan for the District will expire in June, 2012. A new District technology plan will need to be developed and approved for continued participation in the E-Rate program.

The attached chart summarizes reimbursements or dollars returned to the Fountain Valley School District during the 12 years it has applied and participated in the E-Rate funding program. The chart outlines the commitment amount (amount of projected technology costs for a given year) and the disbursed amount (amount actually spent during the designated e-rate year). The percent indicates the discounted amount subtracted from the actual costs calculated annually). This factor is based exclusively on free and reduced lunch program participation. The rate has grown over the seven years from 41% discount rate to 46% discount rate and reflects an increase and upward trend in the district-wide free and reduce rate.

### Recommendation

It is recommended that the Board of Trustees approve the E-Rate Revenue History Report.

## E-RATE HISTORY REPORT

**Total Disbursement 2001-2010**

**\$ 942,000.46**

### E-Rate History Year 14 (2011-2012)

Funding Year	Service Provider Name	Total Annual Cost	E-Rate Discount (%)	Total Disbursement
2011	Pacific Bell Telephone Company	\$ 8,380.32	46	\$ -
2011	Verizon California Inc.	\$ 71,647.08	46	\$ -
2011	Verizon Long Distance LLC	\$ 2,689.08	46	\$ -
2011	Verizon Select Services Inc.	\$ 1,031.52	46	\$ -
2011	Verizon Business Global LLC	\$ 1,800.96	46	\$ -
2011	Nextel of California Inc.	\$ 62,017.56	46	\$ -
2011	USA Mobility Wireless, Inc.	\$ 1,141.80	46	\$ -
2011	Sunesys, LLC	\$ 242,062.80	46	\$ -
2011	Orange County Department of Education	\$ 27,360.00	46	\$ -
<b>Total Year 14 (2011-2012)</b> (Year 14 funding in process)		<b>\$ 418,131.12</b>		<b>\$ -</b>

### E-Rate History Year 13 (2010-2011)

Funding Year	Service Provider Name	Total Annual Cost	E-Rate Discount (%)	Total Disbursement
2010	Pacific Bell Telephone Company	\$ 8,301.24	46	\$ 2,296.18
2010	Verizon California Inc.	\$ 65,440.56	46	\$ -
2010	Verizon Long Distance LLC	\$ 2,247.24	46	\$ -
2010	Verizon Select Services Inc.	\$ 2,389.44	46	\$ -
2010	Nextel of California Inc.	\$ 52,258.68	46	\$ 12,663.49
2010	USA Mobility Wireless, Inc.	\$ 580.80	46	\$ -
2010	Sunesys, LLC	\$ 242,062.80	46	\$ 83,015.46
2010	Orange County Department of Education	\$ 27,360.00	46	\$ -
<b>Total Year 13 (2010-2011)</b>		<b>\$ 400,640.76</b>		<b>\$ 97,975.13</b>

### E-Rate History Year 12 (2009-2010)

Funding Year	Service Provider Name	Total Annual Cost	E-Rate Discount (%)	Total Disbursement
2009	Pacific Bell Telephone Company	\$ 30,614.16	43	\$ 3,425.68
2009	Verizon California Inc.	\$ 169,758.24	43	\$ 26,410.45
2009	Verizon Long Distance LLC	\$ 2,247.24	43	\$ 92.20
2009	Verizon Select Services Inc.	\$ 979.32	43	\$ 169.94
2009	Nextel of California Inc.	\$ 59,961.36	43	\$ 19,739.79
2009	USA Mobility Wireless, Inc.	\$ 1,103.16	43	\$ 262.92
2009	Sunesys, LLC	\$ 242,062.80	43	\$ 103,567.35
2009	Verizon Business Global LLC	\$ 1,241.64	43	\$ 533.88
2009	Orange County Department of Education	\$ 27,360.00	43	\$ -
<b>Total Year 12 (2009-2010)</b>		<b>\$ 535,327.92</b>		<b>\$ 154,202.21</b>



## E-RATE HISTORY REPORT

**Total Disbursement 2001-2010**

**\$ 942,000.46**

### **E-Rate History Year 11 (2008-2009)**

<b>Funding Year</b>	<b>Service Provider Name</b>	<b>Total Annual Cost</b>	<b>E-Rate Discount (%)</b>	<b>Total Disbursement</b>
2008	Pacific Bell Telephone Company	\$ 30,614.16	42	\$ 3,898.19
2008	Verizon California Inc.	\$ 169,758.24	42	\$ 42,661.28
2008	Bell Atlantic Communications, Inc. dba Verizon Long Distance	\$ 2,247.24	42	\$ 943.84
2008	Verizon Select Services Inc.	\$ 704.04	42	\$ 295.70
2008	Nextel of California Inc.	\$ 60,251.04	42	\$ 11,916.63
2008	Metrocall, Inc.	\$ 965.52	42	\$ 405.52
2008	Sunesys, LLC	\$ 235,770.12	42	\$ 57,763.65
2008	Orange County Department of Education	\$ 27,360.00	42	\$ -
<b>Total Year 11 (2008-2009)</b>		<b>\$ 527,670.36</b>		<b>\$ 117,884.81</b>

### **E-Rate History Year 10 (2007-2008)**

<b>Funding Year</b>	<b>Service Provider Name</b>	<b>Total Annual Cost</b>	<b>E-Rate Discount (%)</b>	<b>Total Disbursement</b>
2007	Verizon California Inc.	\$ 143,925.24	42	\$ 60,448.60
2007	Pacific Bell Telephone Company	\$ 30,344.88	42	\$ 12,603.41
2007	Nextel of California Inc.	\$ 26,793.36	42	\$ 11,253.21
2007	Metrocall, Inc.	\$ 967.44	42	\$ 297.47
2007	Bell Atlantic Communications, Inc. dba Verizon Long Distance	\$ 2,239.20	42	\$ 426.74
2007	Orange County Department of Education	\$ 1,641.60	42	\$ -
<b>Total Year 10 (2007-2008)</b>		<b>\$ 205,911.72</b>		<b>\$ 85,029.43</b>

### **E-Rate History Year 9 (2006-2007)**

<b>Funding Year</b>	<b>Service Provider Name</b>	<b>Total Annual Cost</b>	<b>E-Rate Discount (%)</b>	<b>Total Disbursement</b>
2006	Metrocall, Inc.	\$ 2,236.08	42	\$ 221.44
2006	Nextel of California Inc.	\$ 37,346.88	42	\$ 10,699.61
2006	Verizon California Inc.	\$ 80,184.48	42	\$ 33,677.48
2006	Verizon Select Services Inc.	\$ 10,808.16	42	\$ 433.07
2006	Verizon California Inc.	\$ 61,832.76	42	\$ 23,597.48
2006	Pacific Bell Telephone Company	\$ 6,878.64	42	\$ 2,611.32
2006	Pacific Bell Telephone Company	\$ 10,700.16	42	\$ 4,494.07
2006	AT&T Corp.	\$ 638.88	42	\$ 125.51
2006	Orange County Department of Education	\$ 6,750.00	42	\$ -
<b>Total Year 9 (2006-2007)</b>		<b>\$ 217,376.04</b>		<b>\$ 75,859.98</b>

## E-RATE HISTORY REPORT

**Total Disbursement 2001-2010**

**\$ 942,000.46**

### E-Rate History Year 8 (2005-2006)

<b>Funding Year</b>	<b>Service Provider Name</b>	<b>Total Annual Cost</b>	<b>E-Rate Discount (%)</b>	<b>Total Disbursement</b>
2005	Metrocall, Inc.	\$ 2,043.60	42	\$ 2,043.60
2005	Nextel Of California Inc	\$ 29,603.04	42	\$ 29,603.04
2005	Verizon California Inc.	\$ 82,571.88	42	\$ 82,571.88
2005	Verizon Select Services Inc.	\$ 9,539.52	42	\$ 9,539.52
2005	Verizon California Inc.	\$ 5,241.36	42	\$ 5,241.36
2005	Pacific Bell Telephone Company	\$ 6,852.00	42	\$ 6,852.00
2005	Pacific Bell	\$ 5,385.12	42	\$ 5,385.12
2005	AT&T Corp.	\$ 597.48	42	\$ 597.48
2005	Verizon Select Services Inc.	\$ 6,789.84	42	\$ 6,789.84
<b>Total Year 8 (2005-2006)</b>		<b>\$ 148,623.84</b>		<b>\$ 148,623.84</b>

### E-Rate History Year 7 (2004-2005)

<b>Funding Year</b>	<b>Service Provider Name</b>	<b>Total Annual Cost</b>	<b>E-Rate Discount (%)</b>	<b>Total Disbursement</b>
2004	Metrocall, Inc.	\$ 2,808.00	41	\$ 1,058.22
2004	Nextel Of California Inc	\$ 38,443.08	41	\$ 11,922.39
2004	Verizon - California, Inc.	\$ 118,680.00	41	\$ -
2004	SBC Long Distance Pacific Bell	\$ 6,000.00	41	\$ 5.85
2004	Verizon Select Services Inc.	\$ 6,552.00	41	\$ -
2004	Pacific Bell	\$ 13,296.00	41	\$ 2,177.01
2004	AT&T Corp.	\$ 1,884.00	41	\$ -
<b>Total Year 7 (2004-2005)</b>		<b>\$ 187,663.08</b>		<b>\$ 15,163.47</b>

### E-Rate History Year 6 (2003-2004)

<b>Funding Year</b>	<b>Service Provider Name</b>	<b>Total Annual Cost</b>	<b>E-Rate Discount (%)</b>	<b>Total Disbursement</b>
2003	Verizon - California, Inc.	\$ 202,657.08	41	\$ 75,062.30
2003	Verizon - California, Inc.	\$ 10,473.60	41	\$ 4,224.60
2003	Nextel of California, Inc.	\$ 14,579.52	41	\$ 5,977.60
2003	Verizon Select Services, Inc.	\$ 8,412.00	41	\$ 2,686.32
2003	Metrocall, Inc.	\$ 1,447.80	41	\$ 593.58
<b>Total Year 6 (2003-2004)</b>		<b>\$ 237,570.00</b>		<b>\$ 88,544.40</b>

## E-RATE HISTORY REPORT

**Total Disbursement 2001-2010**

**\$ 942,000.46**

### E-Rate History Year 5 (2002-2003)

Funding Year	Service Provider Name	Total Annual Cost	E-Rate Discount (%)	Total Disbursement
2002	Verizon - California, Inc.	\$ 188,912.88	41	\$ 63,496.92
2002	Metrocall, Inc.	\$ 1,224.00	41	\$ 501.84
2002	Verizon Select Services, Inc.	\$ 10,200.00	41	\$ -
2002	Nextel of California, Inc. (formerly Smart SMR of California)	\$ 17,076.72	41	\$ 6,667.02
2002	Verizon Teleservice	\$ 8,411.40	41	\$ -
<b>Total Year 5 (2002-2003)</b>		<b>\$ 225,825.00</b>		<b>\$ 70,665.78</b>

### E-Rate History Year 4 (2001-2002)

Funding Year	Service Provider Name	Total Annual Cost	E-Rate Discount (%)	Total Disbursement
2001	Metrocall, Inc.	\$ -	41	\$ -
2001	Verizon - California, Inc.	\$ 305,207.70	41	\$ 80,043.14
2001	AT&T Corp	\$ 10,800.00	41	\$ 3,991.43
2001	Nextel of California, Inc. (formerly Smart SMR of California)	\$ -	41	\$ -
2001	Verizon Select Services, Inc.	\$ 18,000.00	41	\$ 4,016.84
<b>Total Year 4 (2001-2002)</b>		<b>\$ 334,007.70</b>		<b>\$ 88,051.41</b>



# FOUNTAIN VALLEY SCHOOL DISTRICT

10055 Slater Avenue • Fountain Valley, CA 92708 • (714)843-3200 • [www.fvdsd.k12.ca.us](http://www.fvdsd.k12.ca.us)

Board Meeting  
May 5, 2011

## Memorandum

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

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

**DATE:** April 18, 2011

**SUBJECT:** Single Plans for Student Achievement

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### **Background**

In compliance with the Categorical Program Monitoring review process, each school site has completed a revised Single Plan for Student Achievement. Schools staffs have analyzed their current educational practices and their performance rate in relationship to the State Academic Content Standards. Schools looked at 10 effective program indicators for all school programs, including categorical programs for GATE, English learners, Title I, and Special Education.

After analyzing all student achievement data, goals and measurable objectives to meet state and District standards (proficient or above on CST) and local Benchmark standards (Reading, Mathematics and Writing) were set as targets for the 2010-2011 school year.

Individual school plans are available in the Categorical Programs Office for review upon request. Plan components include:

1. Background Information
  - School description
  - Vision and Mission statements
2. School Demographic Data
3. Governance and Funding
4. Curricular Program Overview
5. Performance Data
6. Categorical Programs Overview
7. Performance Data
8. Planned Improvements
9. School Library Plan

### **Recommendation**

It is recommended that the Board of Trustees approve the eleven revised Single Plans for Student Achievement.



# FOUNTAIN VALLEY SCHOOL DISTRICT

## CATEGORICAL/TECHNOLOGY MEMORANDUM

Board Meeting  
May 5, 2011

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

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

**DATE:** April 13, 2011

**SUBJECT:** **Report from District English Language Acquisition Committee (DELAC) to Board of Trustees**

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### Background

According to 5 CCR 11308[c], EC 62002.5, 52176[a], and English Learner Categorical Program Monitoring document under the Involvement Dimension (I-EL3), the DELAC has the opportunity to advise the governing Board on all of the following tasks:

- 1) Development of District English Learner Master Plan for educational programs and services.

Recommendation:

- No Recommendation

- 2) Conducting a districtwide needs assessment on a school-by-school basis.

Recommendation:

- No recommendation

- 3) Establishment of District program goals and objectives for programs and services for English learners.

- Parent request for more information about what happens in an EL classroom.
- Continue demonstration of lessons and sharing of EL materials at DELAC meetings.

Recommendations:

- Continue EL Lead Teacher position.
- Conduct EL parent tours of local school.
- Tour to focus on EL activities and classroom participation and involvement of EL students and core education activities.

- 4) Administration of the annual Language census.

- Continue District process of data collection.
- Share District results with local ELACs.

Recommendation:

- Share aggregated Census data with the DELAC.

- 5) Review of Districts' reclassification procedures.

Recommendation:

- No recommendation

- 6) Review and comment on written notifications sent home to parents and guardians.
- Review Parent Notification materials sent to parents along with CELDT results annually with the DELAC.

**Recommendation:**

- Study the possibility of sending materials and forms home in languages beyond English, Spanish, and Vietnamese.

**Parent Involvement Policy**

**Responses:**

- Teachers need to be accessible by email since many parents work.
- Hold ELAC/DELAC meetings specific to a language group.
- The District needs to standardize on technology/communication methods such as School Loop for all parents.
- The more web tools available to parents, the better. (i.e., website, parent page, local resources, etc.)

**Recommendation**

Pursuant to 5 CCR 11308[c], EC 62002.5, 52176[a], and English Learner Categorical Program Monitoring document under the Involvement Dimension (I-EL3), approve the Report from the District English Language Advisory Committee and take under advisement the contents of the Report for action during the 2010-2011 school year.

PM/bb



Fountain Valley School District  
**RESOLUTION 2011-33**

**RESOLUTION IN SUPPORT OF CALIFORNIA'S MAY 9-13 WEEK OF ACTION**

**WHEREAS**, Fountain Valley School District opposes a cuts-only state budget and supports a balanced budget with a combination of cuts and revenue extensions; and

**WHEREAS**, our schools and students are in a state of emergency until lawmakers pass a balanced budget and approve the needed revenue extensions to support education funding; and

**WHEREAS**, over the last several years, K-12 education funding has taken a disproportionate amount of budget cuts; and

**WHEREAS**, state and local funding for schools has been cut by more than \$18 billion, or about \$1,900 per student in the last three years; and

**WHEREAS**, Fountain Valley School District has cut \$7 million from its budget over the past three years as a result of ongoing statewide cuts to education funding; and

**WHEREAS**, Fountain Valley School District will be forced to cut an additional \$2.2 million from its budget if the Legislature does not pass revenue extensions; and

**WHEREAS**, to begin to reverse this downward spiral, Californians must retain the revenues that enable us to invest in our schools and students; and

**WHEREAS**, we must take action to show the true destruction happening to our schools and communities; and

**WHEREAS**, the California School Boards Association, Association of California School Administrators, California Teachers Association and other members of the Education Coalition support local communities in planning events and activities throughout the state the week of May 9-13; and

**NOW, THEREFORE, BE IT RESOLVED** that the Fountain Valley School District fully supports the May 9-13 Week of Action, so long as not to interrupt school operations or classroom activities, by educators, administrators, education support professionals, parents, students and other labor groups to protect California's future and the future of students and working families across the state.

*Adopted by the following vote of the Fountain Valley School District Board of Trustees on May 5, 2011:*

Ayes: \_\_\_\_\_

Nays: \_\_\_\_\_

Abstentions: \_\_\_\_\_

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Judy Edwards, President

---

Ian Collins, President Pro Tem

---

Christine Allcorn, Clerk

---

Jimmy Templin, Member

---

Sandra Crandall, Member

# 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: April 26, 2011

Subject: **Non-Public Agency Contract Addendums**

Board Meeting Date: May 05, 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
605232-1441	Cornerstone Therapies	2,380.00	November 01, 2010 to June 30, 2011
331241-1260	Cornerstone Therapies	300.00	2010-07-01 to 2011-06-30

Approved by the FVSD Board of Trustees  
May 05, 2011

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Marc Ecker, Ph.D.  
Superintendent



**ADDENDUM TO AGREEMENT FOR NONPUBLIC NONSECTARIAN SCHOOL/AGENCY SERVICES  
INDIVIDUAL SERVICE CONTRACT**

This ADDENDUM to the SERVICE CONTRACT is made and entered into this 05th of May, 2011 between the  
Fountain Valley School District, County of Orange and Cornerstone Therapies for  
 (Local Education Agency) (Nonpublic School or Agency)  
605232-1441 born on \_\_\_\_\_, who is a resident of Fountain Valley School District of  
 (Name of Student) (Date of Birth) (Local Education Agency)  
 Orange County.

**ORIGINAL CONTRACT - July 01, 2010 to July 30, 2010**

SERVICES AS PROVIDED IN ORIGINAL CONTRACT	Provider Type	Per Session Total	Cost Per Session	Maximum No. Sessions	Total Original Cost
1. Physical Therapy - Clinic ( ESY )	NPA	60 Minutes	85.00	2.00	170.00
<b>TOTAL ORIGINAL CONTRACT COST</b>					<b>170.00</b>

**ADDENDUM CONTRACT - November 01, 2010 to June 30, 2011**

SERVICES ADDED BY THIS ADDENDUM	Provider Type	Per Session Total	Cost Per Session	Maximum No. Sessions	Total Addendum Cost
2. Physical Therapy - Clinic ( 1x60min/wk )	NPA	60 Minutes	85.00	28.00	2,380.00
<b>TOTAL ADDENDUM CONTRACT COST</b>					<b>2,380.00</b>

**AMENDED CONTRACT**

SERVICES AS PROVIDED IN AMENDED CONTRACT	Provider Type	Per Session Total	Cost Per Session	Maximum No. Sessions	Total Amended Cost
1. Physical Therapy - Clinic ( ESY )	NPA	60 Minutes	85.00	2.00	170.00
2. Physical Therapy - Clinic ( 1x60min/wk )	NPA	60 Minutes	85.00	28.00	2,380.00
<b>TOTAL AMENDED CONTRACT COST</b>					<b>2,550.00</b>

This AMENDED Service shall begin on November 01, 2010 and shall terminate at 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)

\_\_\_\_\_  
 (Type Name and Title)

Marc Ecker, Ph.D.

\_\_\_\_\_  
 (Type Name of Superintendent)

\_\_\_\_\_  
 Date

**ADDENDUM TO AGREEMENT FOR NONPUBLIC NONSECTARIAN SCHOOL/AGENCY SERVICES  
INDIVIDUAL SERVICE CONTRACT**

This ADDENDUM to the SERVICE CONTRACT is made and entered into this 05th of May, 2011 between the  
Fountain Valley School District, County of Orange and Cornerstone Therapies for  
 (Local Education Agency) (Nonpublic School or Agency)  
331241-1260 born on \_\_\_\_\_, who is a resident of Fountain Valley School District of  
 (Name of Student) (Date of Birth) (Local Education Agency)  
 Orange County.

**ORIGINAL CONTRACT - 2010-07-01 to 2011-06-30**

SERVICES AS PROVIDED IN ORIGINAL CONTRACT	Provider Type	Per Session Total	Cost Per Session	Maximum No. Sessions	Total Original Cost
1. Physical Therapy - Clinic ( 1x30min/wk )	NPA	60 Minutes	85.00	20.00	1,700.00
2. Physical Therapy - Consultation ( 2x60min/yr )	NPA	60 Minutes	100.00	2.00	200.00
<b>TOTAL ORIGINAL CONTRACT COST</b>					<b>1,900.00</b>

**ADDENDUM CONTRACT - 2010-07-01 to 2011-06-30**

SERVICES ADDED BY THIS ADDENDUM	Provider Type	Per Session Total	Cost Per Session	Maximum No. Sessions	Total Addendum Cost
3. Physical Therapy - Consultation ( increase to 5x60min/yr )	NPA	60 Minutes	100.00	3.00	300.00
<b>TOTAL ADDENDUM CONTRACT COST</b>					<b>300.00</b>

**AMENDED CONTRACT**

SERVICES AS PROVIDED IN AMENDED CONTRACT	Provider Type	Per Session Total	Cost Per Session	Maximum No. Sessions	Total Amended Cost
1. Physical Therapy - Clinic ( 1x30min/wk )	NPA	60 Minutes	85.00	20.00	1,700.00
2. Physical Therapy - Consultation ( 2x60min/yr )	NPA	60 Minutes	100.00	2.00	200.00
3. Physical Therapy - Consultation ( increase to 5x60min/yr )	NPA	60 Minutes	100.00	3.00	300.00
<b>TOTAL AMENDED CONTRACT COST</b>					<b>2,200.00</b>

This AMENDED Service shall begin on 2010-07-01 and shall terminate at 5:00 p.m. on 2011-06-30 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)

\_\_\_\_\_  
 (Type Name and Title)

Marc Ecker, Ph.D.

\_\_\_\_\_  
 (Type Name of Superintendent)

\_\_\_\_\_  
 Date

# 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: April 26, 2011

Subject: **Non-Public Agency Contracts**

Board Meeting Date: May 05, 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
191535-1533	Cornerstone Therapies	8,270.00	April 07, 2011 to June 30, 2011

Approved by the FVSD Board of Trustees  
May 05, 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: 04-26-11 Local Education Agency: Fountain Valley School District

Nonpublic School/Agency: Cornerstone Therapies

Pupil Name: 191535-1533 DOB: \_\_\_\_\_

Address: \_\_\_\_\_

Street \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

Sex: Female Grade: K - 8 Residential Setting (Indicate Home, Foster, JCS or LCI): Home

(K - 8 or 9 - 12) If LCI, indicate number: \_\_\_\_\_

## CONTRACT TERMS:

- The pupil's teacher/service provider will hold the following credential/license: Licensed Speech Pathologist, Licensed Physical Therapist, Occupational Therapist
- The class size for the pupil will not exceed N/A, and/or therapist/pupil ratio will be 1:1
- The length of the instructional program will be N/A per day, Monday through Friday. (Nonpublic school only)
- 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. Language/Speech Therapy - Clinic	NPA	60.00 Minutes	85.00	46.00	3,910.00
46x60min					
2. Social Skills Group - Clinic	NPA	60.00 Minutes	85.00	46.00	3,910.00
46x60min					
3. Assessments/Testing/Evaluations	NPA	0.00 Session	225.00	2.00	450.00

Maximum Total Related Services Costs (B) 8,270.00

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: April 07, 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

(Telephone Number)

714-962-5961

(FAX Number)

33-0921156

(Federal I.D. or Social Security Number)

APPROVED BY THE GOVERNING BOARD ON \_\_\_\_\_