



Fountain Valley School District

BOARD OF TRUSTEES  
REGULAR MEETING

**A G E N D A**

Board Room  
10055 Slater Avenue  
Fountain Valley, CA

**May 17, 2012**

- CALL TO ORDER: 5:00PM
- 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.
- Negotiations: *Government Code 54957.6*  
Update and review of negotiations with the FVEA and CSEA Bargaining Units with the Board's designated representative, Cathie Abdel.
- 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.
- PLEDGE OF ALLEGIANCE will be led by Girl Scout Troop 1428

*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.*

**SPECIAL PRESENTATIONS****1. RECOGNITION OF COX STUDENTS**

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 Cox School.

**2. RECOGNITION OF GISLER STUDENTS**

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 Gisler School.

**3. RECOGNITION OF COX PARENT VOLUNTEERS**

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 Cox School, the Board shall recognize and thank Rachelle Chawke and Gillian Paradise.

**4. RECOGNITION OF GISLER PARENT VOLUNTEERS**

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 Gisler School, the Board shall recognize and thank Paige Bumgartner and Beverly Graham.

**PUBLIC HEARINGS****5. PUBLIC HEARING FOR TIER III CATEGORICAL PROGRAM FLEXIBILITY TRANSFERS**

A public hearing shall be held for the purpose of receiving public comment on the Tier III Categorical Program. Public input is welcomed.

**6. PUBLIC HEARING FOR GENRAL WAIVER REQUEST STATE TESTING APPORTIONMENT INFORMATION REPORT**

A public hearing shall be held for the purpose of discussing the General Waiver Request to the California Department of Education to accept the Fountain Valley School District's CELDT Apportionment Report for 2010-11 beyond the 12/31/2012 deadline. Public input is welcomed.

**STAFF REPORTS AND PRESENTATIONS****7. ANNOUNCEMENT OF PUBLIC HEARING FOR PERSONNEL**

**COMMISSION BUDGET (WRITTEN ONLY)**

The Board of Trustees has received notification of the upcoming Public Hearing on the Personnel Commission's proposed budget for 2012-13. The Public Hearing shall be held on May 24, 2012 at 5:30pm. Public input will be welcomed.

**BOARD REPORTS AND COMMUNICATIONS**

Board Members will 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****8. ADOPTION OF DISTRICT GOALS FOR 2012-13 SCHOOL YEAR**

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

The District Goals were first presented to the Board of Trustees in a study session held on March 8, 2012. The Board reached consensus on these goals that evening.

Superintendent's Recommendation: It is recommended that the Board of Trustees formally adopt the 2012-13 District Goals.

**9. ADOPTION OF BOARD INTERESTS FOR 2012-13 SCHOOL YEAR**

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

The Board of Trustees began its discussion of Board Interests for the 2012-13 school year at the April 26, 2012 Board meeting. The Board of Trustees reached consensus on these interests that evening.

Superintendent's Recommendation: It is recommended that the Board of Trustees formally adopt its 2012-13 Board Interests.

**10. DECLARATION OF NEED 2012-13 SCHOOL YEAR**

M \_\_\_\_

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

Each year the District files the Declaration of Need for Fully Qualified Educators with the California Commission on Teacher Credentialing. This declaration shows estimated hiring needs for certain positions, which may require an emergency credential.

Superintendent's Recommendation: It is recommended that the Board of Trustees approves the Declaration of Need for Fully Qualified Educators so that staffing can be completed with the best possible candidates and the district can retain its substitute teachers.

**11. APPROVAL TO CONDUCT A COMMUNITY SURVEY RELATED TO FUNDING TECHNOLOGY NEEDS**

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

Attached is a proposal from George K. Baum and Company that would allow this company to conduct a community survey. The purpose of this survey would be to assess the electorate's support of a possible ballot measure to support long term technology purchases through ad valorem taxes. There is no cost to conduct this survey and the Board is not committed to pursue a ballot measure based on the survey results.

Superintendent's Recommendation: Based on the no cost/no commitment basis for this survey, it is recommended that the Board of Trustees approve the survey and authorize the Superintendent or designee to sign all documents.

**12. 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**

- 12-A.** Board Meeting Minutes from April 26<sup>th</sup> board meeting
- 12-B.** Personnel Items (Employment Functions, Workshops/Conferences, and Consultants)
- 12-C.** Donations
- 12-D.** Warrants
- 12-E.** Purchase Order Listing
- 12-F.** Budget Transfers

**Consent Items**



**12-G. RESOLUTION 2012-21: FOUNTAIN VALLEY SCHOOL DISTRICT'S CLASSIFIED EMPLOYEE WEEK: MAY 21-25, 2012**

Superintendent's Comments: It is recommended that the Board of Trustees adopts Resolution 2012-21: Fountain Valley School District's Classified Employee Week.

**12-H. RESOLUTION 2012-22: RESOLUTION OF APPRECIATION TO OUR SCHOOL NURSES ON NATIONAL SCHOOL NURSE DAY, MAY 9, 2012**

Superintendent's Comments: It is recommended that the Board of Trustees adopts Resolution 2012-22: Resolution of Appreciation to our School Nurses on National School Nurse Day, May 9, 2012.

**12-I. PROCLAMATION OF APPRECIATION TO OUR SPEECH/LANGUAGE PATHOLOGISTS DURING MAY 2012: 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 2012: Better Speech and Hearing Month.

**12-J. RESOLUTION 2012-23 AND ORDER OF BIENNIAL TRUSTEE ELECTIONS AND SPECIFICATIONS OF THE ELECTION ORDER**

Superintendent's Comments: It is recommended that the Board of Trustees adopts Resolution 2012-23 informing the County Superintendent of Schools, Orange County of the specifications of the election order for the forthcoming Biennial Governing Board Election to be held on Tuesday, November 6, 2012.

**12-K. NOTICE OF LAYOFF FOR CLASSIFIED POSITIONS**

Superintendent's Comments: It is recommended that the Board of Trustees eliminates the services of the positions noted on the effective date as listed in the attached memo.

**12-L. APPROVAL OF GOOGLE APPS FOR EDUCATION AGREEMENT**

Superintendent's Comments: It is recommended that the Board of Trustees approves the Google Apps for Education Agreement.

**12-M. APPROVAL OF 2010-2011 PROGRAM EFFECTIVENESS RESULTS REPORT**

Superintendent's Comments: It is recommended that the Board of Trustees approves the 2010-11 Program Effectiveness Results.

**12-N. APPROVAL OF 2012-2015 EDUCATION TECHNOLOGY PLAN**

Superintendent's Comments: It is recommended that the Board of Trustees approve the 2012-15 Fountain Valley School District Education Technology Plan.

**12-O. APPROVAL OF GENERAL WAIVER REQUEST – STATE TESTING APPORTIONMENT INFORMATION REPORT (CELDT)**

Superintendent's Comments: It is recommended that the Board of Trustees approve the General Waiver Request for State Testing Apportionment Information (CELDT) in order that the California Department of Education may accept the Apportionment Information and Certification (CELDT) 2010-11 Report beyond the original December 31, 2010 deadline.

**12-P. CONSOLIDATED APPLICATION FOR FUNDING CATEGORICAL AID PROGRAMS (PART II)**

Superintendent's Comments: It is recommended that the Board of Trustees approves transmittal of the Consolidated Application, Part II, to the California State Department of Education.

**12-Q. POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS (PBIS) AND VIOLENCE PREVENTION EDUCATION SERVICES AGREEMENT**

Superintendent's Comments: It is recommended that the Board of Trustees approves the Agreement for Provision of Positive Behavior Interventions and Supports (PBIS) and Violence Prevention Education Services from April 17, 2012 through June 15, 2012 and authorize the Superintendent or designee to sign all documents.

**12-R. RESOLUTION 2012-24 and PUBLIC HEARING FOR TIER III CATEGORICAL PROGRAM FLEXIBILITY TRANSFERS**

Superintendent's Comments: It is recommended that the Board of Trustees approve Resolution 2012-24 and hold a public hearing to authorize the transfer of the estimated restricted funds on the attached table to the unrestricted General Fund for the fiscal year 2012-13. It is further recommended that these funds or portion of the above income be used for core educational programs.

**12-S. NON-PUBLIC AGENCY CONTRACTS**

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.

<u>Non-Public School/Agency</u>	<u>100% Contract Cost</u>	<u>Effective Dates</u>
Cornerstone Therapies	\$4600	1/19/12-6/30/12

Cornerstone Therapies

\$3900

2/21/12-6/30/12

**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 14, 2012 at 7:00pm.**

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

*Board meeting proceedings are tape recorded.*

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

FOUNTAIN VALLEY SCHOOL DISTRICT  
Curriculum/Instruction

**MEMORANDUM**

**TO:** Marc Ecker, Ph.D., Superintendent  
**FROM:** Anne Silavs, Assistant Superintendent, Instruction  
**SUBJECT:** *STUDENT RECOGNITION PROGRAM*  
**DATE:** May 7, 2012

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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 be 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 17, 2012, the following six students from **Cox School** will be recognized.

**Kindergarten**  
**First Grade**  
**Second Grade**  
**Third Grade**  
**Fourth Grade**  
**Fifth Grade**

**Serenity Long**  
**Destanie Garcia**  
**Ethan Rumney**  
**Marlee Kobus-Orr**  
**Miriam Brown**  
**Terra Mendez**

FOUNTAIN VALLEY SCHOOL DISTRICT  
Curriculum/Instruction

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- extraordinary effort
- achievement
- improvement

At the Board Meeting on May 17, 2012, the following six students from **Gisler School** will be recognized.

**Kindergarten**  
**First Grade**  
**Second Grade**  
**Third Grade**  
**Fourth Grade**  
**Fifth Grade**

**Austin Kilroy**  
**Lila Crossett**  
**Gabriella Rodriguez**  
**Kevin Nguyen**  
**Madison Martinez**  
**Alexandra Lee**

SO 11-12/B12-31  
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: Cox School**  
DATE: May 11, 2012

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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 Cox 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 Cox School.

**Cox School**

♥ **Rachelle Chawke**  
♥ **Gillian Paradise**

SO 11-12/B12-31  
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: Gisler School**  
DATE: May 11, 2012

---

**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 Gisler 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:

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- 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 Gisler School.

**Gisler School**

♥ **Paige Bumgartner**  
♥ **Beverly Graham**

**NOTICE OF PUBLIC HEARING**  
**FOUNTAIN VALLEY SCHOOL DISTRICT**  
**TIER III CATEGORICAL PROGRAM**  
**FLEXIBILITY TRANSFERS**

**Notice is hereby** given that the Board of Trustees of the Fountain Valley School District, at its meeting to be held on Thursday, May 17, 2012 at 5:00 p.m., in the District Board Room, located at 10055 Slater Avenue, Fountain Valley, California, will conduct a Public Hearing for the purpose of receiving public comment on the Tier III Categorical Program Flexibility transfers.

FOUNTAIN VALLEY SCHOOL DISTRICT

Scott R. Martin, Director  
Fiscal Services



**NOTICE OF PUBLIC HEARING**  
**FOUNTAIN VALLEY SCHOOL DISTRICT**  
**GENERAL WAIVER REQUEST**  
**STATE TESTING APPORTIONMENT INFORMATION REPORT**

Notice is hereby given that the Board of Trustees of the Fountain Valley School District will conduct a public meeting for the purpose of discussing the General Waiver Request to the California Department of Education to accept the Fountain Valley School District's CELDT Apportionment Report for 2010-2011 beyond the 12/31/2010 deadline.

**May 17, 2012, 7:00 p.m.**

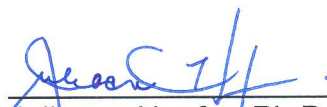
Fountain Valley School District Board Room

10055 Slater Avenue

Fountain Valley, California

**FOUNTAIN VALLEY SCHOOL DISTRICT**

By:



\_\_\_\_\_  
Julianne Hoefer, Ph.D.  
Director, Assessment and Accountability



# Fountain Valley School District

10055 Slater Avenue, Fountain Valley, CA 92708 (714) 843-3228 [www.fvdsd.k12.ca.us](http://www.fvdsd.k12.ca.us)

## MEMORANDUM

TO: Marc Ecker, Superintendent

FROM: Ross Hessler, Director – Human Resources

SUBJECT: PERSONNEL COMMISSION BUDGET

DATE: April 26, 2012

Per Education Code 45253, the Personnel Commission shall prepare an annual budget for its own office and hold a public hearing no later than May 30 of each year, or a date agreed upon by the governing board and Commission, to coincide with the adoption process of the district budget.

The Personnel Commission will be holding its meeting to adopt the 2012-13 budget on May 24, 2012 at 5:30 pm.

**Annual Budget of Personnel Commission**  
**Fiscal Year 2012-2013**  
(Education Code Section 45253)

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Fountain Valley School District, Orange County, California

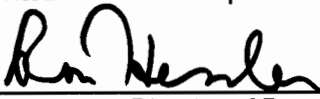
**NOTICE OF PUBLIC HEARING BY THE PERSONNEL COMMISSION**

TO: The Governing Board and District Administration

The public hearing on this proposed budget will be held on May 24, 2012, 5:30 pm

at the Fountain Valley School District Education Center.

You are invited to attend and present your views.



Chairman or Director of Personnel Commission

4/24/12

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
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

\_\_\_\_\_, 2012

\_\_\_\_\_, Deputy  
Wendy Benkert, Ed.D.  
Assistant Superintendent, Business Services

Cost Center: 4281Personnel Commis

Manager: 0071Personnel Comm.

## FOUNTAIN VALLEY SD

## 3 Year Budget Worksheet by Manager/Cost Center

As of: 03/20/2012

Sub Fund: 0101GENERAL FUND

Pseudo Object	Type	2010 - 2011	2011 - 2012			2012 - 2013	
		Actual	Budget CB	Encumbrances	Actual	Budget B1	
012819771 Personnel Commission							012819771
2320 Supervisors & Administrators	XP	52,908.78	54,048.00	0.00	36,082.32	<u>53,009</u>	2320
2410 Office Mgr.,Secretary,Assist.	XP	25,560.20	26,242.00	0.00	16,699.38	<u>25,674</u>	2410
2413 Additional Duty - Clerical	XP	386.90	638.00	0.00	22.72	<u>638</u>	2413
2430 Confidential Salaries	XP	63,378.40	64,661.00	0.00	43,107.60	<u>63,378</u>	2430
3202 PERS-CLASSIFIED	XP	15,032.59	15,723.00	0.00	10,350.88	<u>15,407</u>	3202
3314 MEDICARE-CLASSIFIED	XP	2,050.91	2,102.00	0.00	1,380.41	<u>2,069</u>	3314
3354 ALTERNATIVE RETIRE-CLASSIFIED	XP	13.65	14.00	0.00	10.40	<u>14</u>	3354
3356 OASDI-CLASSIFIED	XP	8,703.90	8,924.00	0.00	5,852.32	<u>8,745</u>	3356
3402 HEALTH & WELFARE-CLASSIFIED	XP	36,000.24	36,000.00	0.00	24,000.16	<u>28,000</u>	3402
3502 SUI-CLASSIFIED	XP	1,111.98	2,344.00	0.00	1,514.05	<u>2,297</u>	3502
3602 WORKERS'COMP-CLASSIFIED	XP	2,674.01	2,912.00	0.00	1,918.23	<u>2,854</u>	3602
3802 PERS REDUCTION-CLASSIFIED	XP	3,247.59	3,018.00	0.00	1,987.25	<u>2,958</u>	3802
3954 Long Term Disability-Class	XP	279.00	279.00	0.00	186.00	<u>279</u>	3954
4325 Office Supplies	XP	866.98	500.00	0.00	74.36	<u>500</u>	4325
5210 Travel, Conference, Workshop	XP	648.51	1,163.00	0.00	486.36	<u>1,200</u>	5210
5290 Mileage Non Taxable	XP	101.88	107.00	0.00	107.36	<u>70</u>	5290
5390 Dues and Membership Non Taxabl	XP	2,523.87	2,750.00	0.00	2,663.87	<u>2,750</u>	5390
5825 Advertising	XP	373.50	800.00	0.00	378.19	<u>800</u>	5825
5828 Staff Recognition	XP	465.19	650.00	0.00	0.00	<u>650</u>	5828
<b>Total 012819771 Personnel Commission</b>		<b>216,328.08</b>	<b>222,875.00</b>	<b>0.00</b>	<b>146,821.86</b>	<b><u>211,292</u></b>	



SO: 2011-12/B12-37  
Fountain Valley School District  
Superintendent's Office

MEMORANDUM

TO: Board of Trustees  
FROM: Marc Ecker, Superintendent  
SUBJECT: **Adoption of District Goals for 2012-13**  
DATE: May 11, 2012

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**Background:**

The Fountain Valley School District Board of Trustees reviews and adopts the District's strategic goals on an annual basis. The Board participated in a public study session for the purpose of discussing the District Goals for the 2012-13 year at the regular board meeting held on March 8, 2012.

The 2012-13 proposed goals presented to the board by senior managers reflect, to a degree, the budgetary constraints placed on the District as a result of the funding cuts by Sacramento. The superintendent, assistant superintendents and executive director, personnel collaborated in creating the 2012-13 goals for the Instruction, Human Resources and Business Divisions.

At the conclusion of the study session, the Board reached consensus on the goals as presented to the board by senior managers.

**Recommendation**

It is recommended that the Board of Trustees formally adopt the attached 2012-13 District Goals.



## Fountain Valley School District

### DISTRICT STRATEGIC GOALS FOR 2012-13

#### INSTRUCTION DIVISION

#### **GOAL 1: STANDARDS & ACCOUNTABILITY**

*It is the goal of the Fountain Valley School District to increase our effectiveness in moving all students academically to proficiency level through the implementation of data driven instruction.*

1. Principals will continue to work closely with teachers on implementation and effective use of the District's student achievement data management system (Illuminate) to support student progress monitoring and data-driven instruction.
2. Principals will collaborate with staff to carve out protected time for Learning Walks and Professional Learning Community (PLC) meetings, in which teachers will examine their instructional practices and review student achievement data.
3. The District will begin efforts to transition to the California Common Core State Standards in preparation for full implementation in the 2014-2015 school year. Additionally, the District will explore State Board of Education approved supplemental resources to support instruction in the new standards.
4. Rewrite the District English Learner (EL) Master Plan to effectively meet the changing needs of the District's EL student population.
5. Continue to refine District benchmark assessments for English/language arts and mathematics as necessary to ensure effective progress monitoring and data-driven instruction.

#### **GOAL 2: TEACHING AND LEARNING**

*It is the goal of the Fountain Valley School District to improve intervention instructional strategies and collaboratively work to improve instructional delivery for all students through the continued development of Professional Learning Communities.*

1. In support of developing an effective Response to Instruction/Intervention (RtI<sup>2</sup>) model at all school sites, District and site administrators will continue working with staff to utilize assessment data to effectively deliver targeted instruction that meets the academic needs of all students.
2. The Assistant Superintendent, Instruction, will continue to work with principals and teachers to support the on-going implementation and evaluation of the All

*Adopted by the Board of Trustees:*

Day Kindergarten and Transitional Kindergarten programs. Additionally, the District will explore an Early Admission Kindergarten program for possible implementation in the 2013-2014 school year.

3. Teachers will utilize flexible, small groups to effectively differentiate instruction and meet the academic needs of *all* students.
4. Teachers will design instruction that ensures students are authentically and actively engaged in learning.
5. The co-teaching model will be utilized at the middle school level to provide additional support for at-risk students and ensure access to the core curriculum.
6. Recommendations from the District Writing Committee will be used to develop a comprehensive, articulated District wide writing program.
7. Increased teacher and student access to current technology will support the development of 21<sup>st</sup> Century Learning Skills.

### **GOAL 3: STAFF DEVELOPMENT**

*It is the goal of the Fountain Valley School District to provide professional development for all instructional staff that will maximize the effectiveness of instruction and lead to all students reaching a proficiency level in the curricular subjects.*

1. Teachers will receive professional development and on-going support in small group and differentiated instruction in order to effectively meet the needs of all students, including GATE, English Learners, Special Education, and at-risk students.
2. Professional development will increase technology integration in the core curriculum.
3. Additional training opportunities will be provided to principals and teachers to support effective use of the District's student achievement data management system (Illuminate).



**Fountain Valley School District**

**DISTRICT STRATEGIC GOALS FOR 2012-13**

**HUMAN RESOURCES DIVISION**

**GOAL 4: RECRUITMENT/RETENTION OF HIGHLY QUALIFIED  
CERTIFICATED STAFF**

*The Fountain Valley School District shall attract and retain teachers and certificated management personnel who possess the talent and potential to assure sustained success.*

1. Continue to improve the process of teacher and administrator recruitment and selection by implementing effective application screening rubrics and explore the expansion of our current teacher interview process to include standard based demonstration lessons that best identifies top candidates for positions.
2. Collaborate with District's Insurance Committee through collective bargaining, monitoring costs and benefits associated with our current health plans in an effort to sustain high quality health care options for employees.
3. Expand the use of the Substitute Online Application program to increase efficiency and effectiveness through the implementation of a voluntary pilot program.
4. Develop a Personnel Organizational Chart specifying the roles and responsibilities of employees in Personnel and create a flowchart capturing the interconnectedness of the department. Provide this information to the employees of the Fountain Valley School District to increase efficiency and support from the Personnel Department.

**GOAL 5: IMPROVING THE EVALUATION PROCESS FOR CERTIFICATED  
AND CLASSIFIED STAFF**

*The Fountain Valley School District will develop an effective process to assist managers and administrators in supervising employees.*

1. Continue working with principals in the retention of first and second year teachers. Establish specific timelines, expectations and actions by principals in regard to the retention of first and second year teachers and provide support to principals throughout the year.



2. Continue to improve communication with site administrators and supervisors regarding policies and procedures related to certificated and classified employee evaluation and discipline, specifically including consistent application and adherence to statutory or administrative timelines and provide training and support for site administrators and supervisors.
3. Stay abreast of the changes in state and federal guidelines regarding teacher evaluations. Continue exploring the current evaluation process for permanent teachers, and engage in discussions with Fountain Valley Education Association (FVEA) surrounding ideas that would make our current teacher evaluation system more consistent with new federal and statewide teacher evaluation models.
4. Review the current evaluation form used for classified employees and begin discussions on revising the current form to create job-related evaluation tools.



## Fountain Valley School District

### DISTRICT STRATEGIC GOALS FOR 2012-13

#### BUSINESS DIVISION

##### **GOAL 6: ASSETS MANAGEMENT**

*The Fountain Valley School District will continue to develop a strategy for increasing district revenue through disposition of surplus property and investment of sales proceeds. Facilities, furniture and equipment will continue to be maintained and improved in order to provide the best possible environment for student learning, effective instruction and staff efficiency.*

1. Increase occupancy at Crossroads building from 55% to 70%. Increase tenant occupancy at District Office building from 50% to 70%. Seek tenant for closed school site.
2. Support technology and infrastructure improvements by identifying and allocating support in this area, as the budget allows.
3. Continue process of sale of the Lamb and Wardlow surplus sites.
4. Continue to maintain high standards and service levels in the Grounds, Operations, Transportation and Maintenance Departments.

##### **GOAL 7: DISTRICT FISCAL RESOURCES**

*The Fountain Valley School District will manage all of the District's fiscal resources in a prudent manner to maintain a sound financial position in order to support instruction and learning.*

1. Continue to monitor and review all expenditures in order to fully insure all the adopted budget reductions are fully realized in order to maintain the solvency of the District, while maximizing resources available to support student learning, employee compensation and maintenance of District assets.
2. Monitor and manage the District's cash flow position in order to minimize the impact of the State's budget and cash flow problems on the District, thereby maximizing investment return and minimizing potential interest costs.
3. Monitor all funds to maintain self-sufficiency and avoid the need for General Fund support.

4. Conclude school boundary changes resulting in better utilization of remaining open school locations.
5. Develop blueprint for future Endowment Fund using proceeds of potential surplus site sales; identify source of funds, investment policies and planned uses of earnings.



SO: 2011-12/B12-38  
Fountain Valley School District  
Superintendent's Office

## MEMORANDUM

TO: Board of Trustees  
FROM: Marc Ecker, Superintendent  
SUBJECT: **Adoption of Board Interests for 2012-13**  
DATE: May 11, 2012

---

### **Background:**

The Board participated in a public study session at the regular Board meeting held on April 26, 2012, for the purpose of discussing its Board Interests for the 2012-13 year. At the conclusion of the study session, below are those interests that the board reached consensus on.

### **BOARD INTERESTS FOR 2012-13**

1. The Board of Trustees is interested in advancing the development of 21st Century Learning Skills by providing students and teachers with increased access to technologies that will expand teaching and learning. Effective integration of technology will extend the limits of information for students and teachers beyond the walls of the classroom, the material in a textbook and the knowledge of one individual.
2. To the extent that resources allow, the Board of Trustees remains interested in continuing the exploration of possible magnet educational programs that meet the varied interests of students while attracting more students to the Fountain Valley School District.
3. The Board of Trustees appreciates and acknowledges the need for a successful educational foundation. During these challenging fiscal times and the need to maintain effective programs in the arts and sciences, the trustees wish to continue their established interest in working closely and collaboratively with the F.V. Educational Foundation in meeting the Foundation's fundraising goals.
4. The Board of Trustees wish to continue their interest to the extent that time and resources allow, to investigate and apply for grants to provide additional funding for programs within the district.
5. The Board of Trustees is interested in becoming its own Professional Learning Community and to explore and implement activities such as professional reading and the engagement in collaborative training on key elements of board effectiveness.

### **Recommendation**

It is recommended that the Board of Trustees formally adopt its 2012-13 Board Interests.

## FOUNTAIN VALLEY SCHOOL DISTRICT

### PERSONNEL

TO: Marc Ecker, Superintendent  
FROM: Cathie Abdel, Executive Director, Personnel  
SUBJECT: Declaration of Need 2012-2013 School Year  
DATE: May 7, 2012

---

### **BACKGROUND**

Each year we file the Declaration of Need for Fully qualified Educators with the California Commission on Teacher Credentialing. This Declaration shows estimated hiring needs for certain positions, which may require an emergency credential. We only estimate what we think we might need. We can adjust our estimates any time during the school year. The Commission expects us to be within ten percent (10%) of what we actually request. We have never gone over that percent.

### **IMPACT**

The Declaration will allow all positions to be staffed with appropriate credentials, emergency credentials, or credential waivers. This also is required for substitute teachers. We cannot apply for substitute teacher permits until this form is submitted.

### **RECOMMENDATION**

The Board of Trustees approves the Declaration of Need for Fully Qualified Educators so that staffing can be completed with the best possible candidates and we can retain our substitute teachers.

va



## DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

- ☒ Original Declaration of Need for year: 2012-2013  
☐ Revised Declaration of Need for year: \_\_\_\_\_

### FOR SERVICE IN A SCHOOL DISTRICT

Name of District: FOUNTAIN VALLEY SCHOOL DISTRICT District CDS Code: 66498

Name of County: ORANGE County CDS Code: 30

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on 05 / 17 / 2013 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2013.

Submitted by (Superintendent, Board Secretary, or Designee):

MARC ECKER, Ph.D.

*Name*

*Signature*

SUPERINTENDENT

*Title*

714-843-3257

*Fax Number*

714-843-3223

*Telephone Number*

May 7, 2012

*Date*

10055 SLATER AVE FOUNTAIN VALLEY, CA 92708

*Mailing Address*

*E-Mail Address*

### FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County \_\_\_\_\_ County CDS Code \_\_\_\_\_

Name of State Agency \_\_\_\_\_

Name of NPS/NPA \_\_\_\_\_ County of Location \_\_\_\_\_

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on \_\_\_\_/\_\_\_\_/\_\_\_\_, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, \_\_\_\_\_.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

_____ Name	_____ Signature	_____ Title
_____ Fax Number	_____ Telephone Number	_____ Date
_____ Mailing Address		
_____ E-Mail Address		

- This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency

### AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
<input checked="" type="checkbox"/> CLAD/English Learner Authorization (applicant already holds teaching credential)	_____ 1
<input checked="" type="checkbox"/> Bilingual Authorization (applicant already holds teaching credential)	_____ 1
List target language(s) for bilingual authorization: <u>Spanish, Vietnamese, Arabic</u>	
<input checked="" type="checkbox"/> Resource Specialist	_____ 1
<input checked="" type="checkbox"/> Teacher Librarian Services	_____ 1
<input type="checkbox"/> Visiting Faculty Permit	_____

### LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	1
Single Subject	1
Special Education	4
TOTAL	6

**EFFORTS TO RECRUIT CERTIFIED PERSONNEL**

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to [www.cde.ca.gov](http://www.cde.ca.gov) for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

**EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL**

Has your agency established a District Intern program?

☐ Yes

☒ No

If no, explain. \_\_\_\_\_

Does your agency participate in a Commission-approved college or university internship program?

☒ Yes

☐ No

If yes, how many interns do you expect to have this year? \_\_\_\_\_

If yes, list each college or university with which you participate in an internship program.

OCDE, CSUF, CSULB, NATIONAL, AZUSA PACIFIC, DOMINGUES HILLS,

VANGUARD, CHAPMAN, UNIVERSITY OF PHOENIX

If no, explain why you do not participate in an internship program.



Fountain Valley School District  
**BUSINESS SERVICES DIVISION**  
ASB/S 11/12 - 74

**M E M O R A N D U M**

TO: Marc Ecker, Superintendent  
FROM: Stephen L McMahon, Assistant Superintendent, Business Services  
DATE: May 8, 2012  
SUBJECT: **APPROVAL TO CONDUCT A COMMUNITY SURVEY RELATED TO  
FUNDING TECHNOLOGY NEEDS**

---

**BACKGROUND**

Attached is a proposal from George K. Baum and Company that would allow this company to conduct a community survey. The purpose of this survey would be to assess the electorate's support of a possible ballot measure to support long term technology purchases through ad valorem taxes.

There is no cost to conduct this survey and the Board is not committed to pursue a ballot measure based on the survey results.

**RECOMMENDATION**

Based on the no cost/no commitment basis for this survey, it is recommended that the Board of Trustees approve the survey and authorize the Superintendent or designee to sign all documents.

cl

Proposal to

**FOUNTAIN VALLEY ELEMENTARY SCHOOL DISTRICT**

May 7, 2012



**George K. Baum & Company**

INVESTMENT BANKERS SINCE 1928

MEMBER SIPC

555 Capitol Mall, Suite 700  
Sacramento, California 95814  
(866) 928-8364  
[californiagroup@gkbaum.com](mailto:californiagroup@gkbaum.com)

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# 1. Executive Summary

☑ **George K. Baum & Company is the only investment banking firm in California which operates a fully-staffed, in-house Strategic Planning Department.** Our Strategic Planning Department is organized and operated for the benefit of our school district clients and is managed by Ann Marie Nock, one of the most experienced voter-approved bond specialists in the state.

☑ **George K. Baum & Company offers school districts a turnkey approach to facilities funding.** Our team provides expertise in the development and implementation of public and school personnel information programs, voter opinion surveys, complete analysis of facilities funding alternatives and post election Bond Oversight Committee training and organizational assistance, in addition to traditional investment banking services.

☑ **Our school district bond election clients have been overwhelmingly successful.** The integration of the services provided by our Strategic Planning Department with the more traditional services of our Public Finance Department has been an overwhelming success. Our clients' success ratio is especially impressive given the diversity of the districts we have served in California.

☑ **You pay us only if you win and issue bonds.** The fee for all services provided by our firm is contingent upon successful completion of the financing. If a client decides not to pursue a bond election, or the bond election fails or is not completed for any other reason, no fee is due. Our only compensation is a standard market bond underwriter's discount, if and when bonds are sold.

☑ **George K. Baum & Company is one of the nation's leading public finance investment banking firms.** In 2011, George K. Baum & Company ranked 6th in the nation in the number of negotiated education financings senior managed (110 issues totaling \$1.26 billion). The firm has 13 offices nationwide and 201 employees, and has been underwriting school bonds since 1928.



## 2. Recent General Obligation Bond Successes

George K. Baum & Company has worked with California school districts of all sizes. The following is a representative listing of successful school district general obligation bond issues for which we served as investment banker.

**ABC Unified**

Los Angeles County  
\$59 million - 1997

**Alhambra City Elementary**

Los Angeles County  
\$30 million - 1999

**Alhambra Unified**

Los Angeles County  
\$85 million - 2004  
\$50 million - 2008 (SFID)

**Alta Loma Elementary**

San Bernardino County  
\$25.8 million - 1999

**Arvin Union Elementary**

Kern County  
\$11 million - 2004

**Banning Unified**

Riverside County  
\$12 million - 2002  
\$63 million - 2006

**Barstow Unified**

San Bernardino County  
\$14 million - 2001

**Bassett Unified**

Los Angeles County  
\$23 million - 2004

**Bear Valley Unified**

San Bernardino County  
\$25 million - 2002

**Beverly Hills Unified**

Los Angeles County  
\$90 million - 2002  
\$334 million - 2008

**Bonita Unified**

Los Angeles County  
\$56.4 million - 2004  
\$83.6 million - 2008

**Bret Harte Union High**

Calaveras County  
\$18 million - 2008

**Coachella Valley Unified**

Riverside County  
\$20 million - 1997  
\$250 million - 2005

**El Rancho Unified**

Los Angeles County  
\$49.5 million - 2003

**Escalon Unified**

San Joaquin County  
\$7.5 million - 2002

**Exeter Union Elementary**

Tulare County  
\$6.4 million - 2008

**Exeter Union High**

Tulare County  
\$4.3 million - 2001  
\$5.1 million - 2006

**Fillmore Unified**

Ventura County  
\$12 million - 1997  
\$10 million - 2004

**Fontana Unified**

San Bernardino County  
\$275 million - 2006

**Franklin-McKinley Elementary**

Santa Clara County  
\$18 million - 2001  
\$30 million - 2004  
\$50 million - 2010

**Fullerton Joint Union High**

Orange County  
\$67.9 million - 2002

**Galt Joint Union Elementary**

Sacramento County  
\$9.2 million - 2001



## **General Obligation Bond Successes Continued**

**Garden Grove Unified**

Orange County  
\$250 million - 2010

**Garvey Elementary**

Los Angeles County  
\$15 million - 2000

**Gilroy Unified**

Santa Clara County  
\$69 million - 2002  
\$150 million - 2008

**Glendora Unified**

Los Angeles County  
\$21 million - 2000  
\$41.3 million - 2005

**Hacienda La Puente Unified**

Los Angeles County  
\$100 million - 2000

**La Cañada Unified**

Los Angeles County  
\$15 million - 1995  
\$6 million - 1999  
\$25 million - 2004

**Lake Tahoe Unified**

El Dorado County  
\$17 million - 1999

**Los Alamitos Unified**

Orange County  
\$126 million - 2008 (SFID)

**Los Nietos Elementary**

Los Angeles County  
\$31.1 million - 2008

**Lucia Mar Unified**

San Luis Obispo  
\$24 million - 1997  
\$21.4 million - 2004

**Lynwood Unified**

Los Angeles County  
\$20 million - 2002

**Menifee Union Elementary**

Riverside County  
\$14.5 million - 2002  
\$31.5 million - 2008

**Monrovia Unified**

Los Angeles County  
\$34 million - 1997  
\$45 million - 2006

**Moreno Valley Unified**

Riverside County  
\$50 million - 2004

**Mountain View Elementary**

San Bernardino County  
\$17 million - 2001 (SFID)

**Nevada Joint Union High**

Nevada County  
\$15 million - 2002

**Palo Verde Unified**

Riverside County  
\$10 million - 1998

**Pittsburg Unified**

Contra Costa County  
\$100 million - 2010

**Placentia-Yorba Linda Unified**

Orange County  
\$102 million - 2002  
\$200 million - 2008

**Placer Union High**

Placer County  
\$41.5 million - 1999

**Plumas Unified**

Plumas County  
\$15 million - 2002

**Rescue Union**

El Dorado County  
\$27 million - 1998

**Rim of the World Unified**

San Bernardino County  
\$23 million - 2008

**Rio Linda Union Elementary**

Sacramento County  
\$15.4 million - 2002  
\$38 million - 2006

**Rowland Unified**

Los Angeles County  
\$70 million - 2000  
\$118 million - 2006



## **General Obligation Bond Successes Continued**

**San Lorenzo Valley Unified**

Santa Cruz County  
\$18.5 million - 2000

**Santa Ana Unified**

Orange County  
\$200 million - 2008

**Saugus Union Elementary**

Los Angeles County  
\$48 million - 2002

**Simi Valley Unified**

Ventura County  
\$145 million - 2004

**South Whittier Elementary**

Los Angeles County  
\$15 million - 1998  
\$7.5 million - 2004

**Tahoe Truckee Unified**

Placer County  
\$15 million - 1992  
\$35 million - 1999 (SFID #1)  
\$24 million - 1999 (SFID #2)

**Temple City Unified**

Los Angeles County  
\$24 million - 1998

**Torrance Unified**

Los Angeles County  
\$42.5 million - 1998  
\$265 million - 2008  
\$90 million - 2008

**Ukiah Unified**

Mendocino County  
\$20 million - 1997  
\$43 million - 2005

**Upland Unified**

San Bernardino County  
\$36 million - 2000  
\$103 million - 2008



### 3. Profile of the Firm

George K. Baum & Company, a national firm, celebrated its 83rd anniversary in 2011. The firm was founded in 1928 and provides a full range of investment banking services to state and local government clients.

Over its 83-year history, George K. Baum & Company has developed into one of the nation's leading underwriters of municipal bonds. During the past 10 years (2002 through 2011), George K. Baum & Company has been the sole or senior managing underwriter for more than 2,785 municipal bond issues, totaling more than \$47.7 billion. The firm also traded \$29.6 billion of secondary market municipal securities during the past ten years. In 2011, George K. Baum & Company ranked 12th nationally based on the number of negotiated bond issues and 17th based on dollar volume.

Public finance has been and continues to be the primary focus of George K. Baum & Company's operations, accounting for more than two-thirds of overall company revenue. Meanwhile, our Wall Street competitors typically generate less than 10% of firm revenues from public finance operations. Nearly 80% of George K. Baum & Company's revenues are generated from our public finance operations. These figures reveal our true commitment to serving the public sector.

George K. Baum & Company's Municipal Finance Division, which operates the firm's Public Finance Department and Sales, Trading and Syndication Department, is focused on providing ideas, services and products that exceed our clients' expectations. The firm has built one of the strongest, most financially stable "off Wall Street" municipal operations in the country. We maintain 11 municipal finance offices coast to coast (including two active trading desks and five institutional sales operations).

The Municipal Finance Division employs approximately 150 people across the nation. Our Sales and Trading staff is made up of 32 professionals and includes some of the industry's most experienced sales representatives (each with 20 years of experience, on an average). While many competitors are phasing out their public finance practices, we continue to aggressively recruit senior public finance bankers, quantitative analysts, salespeople and traders.

**Corporate Headquarters - Kansas City**  
4801 Main Street, Suite 500  
Kansas City, Missouri 64112  
tel 816.474.1100 fax 816.283.5326

**Municipal Division Headquarters - Denver**  
1400 Wewatta Street, Suite 800  
Denver, Colorado 80202  
tel 303.292.1600 fax 303.391.5634



#### **MUNICIPAL FINANCE DIVISION**

Albuquerque, NM  
Boston, MA  
Cheyenne, WY  
Chicago, IL  
Denver, CO  
Kansas City, MO  
Manasquan, NJ  
New Orleans, LA  
Philadelphia, PA  
Sacramento, CA  
St. Louis, MO  
Salt Lake City, UT  
Wichita, KS





## 4. Education Financing Experience

Over the past five years (2007 through 2011), George K. Baum & Company provided underwriting services on 663 education financings nationwide with a total par value of \$10.0 billion. Nationally, we senior managed 546 primary/secondary issues during this period totaling \$7.1 billion. Our national top-ten rankings for 2011 highlight our strong presence in all of the education-related markets.

### **National Senior Manager Education Rankings, 2011**

Negotiated Issues

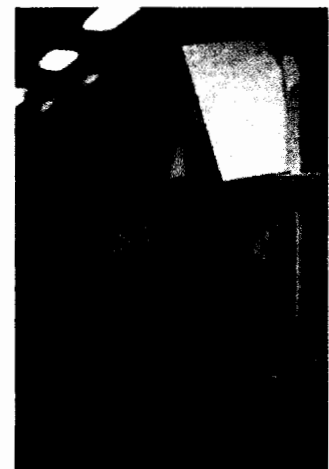
Category	GKB Ranking
K-12 General Obligation (California)	3rd
Overall	6th
Primary & Secondary Education	7th
General Obligation	10th
Bank Qualified	10th
Higher Education	12th

Source: Thompson Financial Securities Data Company; based on total number of issues senior managed

### **Experience in California**

Our firm has maintained a significant public finance presence in California since 1987. We pride ourselves on the level of dedicated service our people provide and our ability to develop responsible and innovative financing solutions.

We are also very active in supporting California credits in the secondary market. Our firm has traded more than \$3.79 billion of California municipal securities in the secondary market in the past 10 years. Investors' knowledge of our willingness to provide secondary market liquidity significantly enhances our ability to generate demand for the new California issues we underwrite, which ultimately results in stronger pricing.



## **5. Other California Services**

### **We are a Leader in COP Financing**

In addition to our extensive experience working with California school districts in winning elections and underwriting general obligation bonds, our team has a wealth of experience with financing structures which do not require an election. For example, since 2000 we have structured, underwritten and marketed more than 381 certificates of participation and lease revenue issues totaling \$7.4 billion. We are consistently ranked among the nation's leading underwriters of these types of financings.

### **A Full Menu of Services**

Many of the issuers that we serve are often surprised to learn of the breadth of services we provide and the magnitude of our California resources. Given the needs of our growing client base, over the years we have significantly expanded the size of our professional staff and the types of services we provide. In addition to our underwriting and public information services, following is a sampling of the professional services our staff is prepared to provide your organization:

- ☒ underwriting (taxable and tax-exempt municipal securities)
- ☒ complete financial consulting services
- ☒ public information services (including community opinion surveys)
- ☒ complete investment advisory services
- ☒ investment of bond proceeds
- ☒ cash flow modeling
- ☒ review of development plans and agreements
- ☒ portfolio management
- ☒ capital plan development
- ☒ leasing
- ☒ feasibility studies
- ☒ debt capacity analysis
- ☒ financial profile and credit analysis

### **FlexFund Lease Program**

The California School Boards Association has partnered with George K. Baum & Company for the FlexFund Lease Program since 2007. This Program provides quick, low cost financing for amounts from \$100,000 to over \$5,000,000 with no prepayment penalty. Through the Program, districts enjoy a streamlined issuance process, with standardized documentation and quick closing, for a cost-effective alternative to COP financing.



## **6. References**

**Dr. Laura Schwalm**

Superintendent  
Garden Grove Unified School District  
10331 Stanford Ave.  
Garden Grove, California 92840  
(714) 663-6000

**Ms. Sue McCann**

Assistant Superintendent, Business Services  
Garden Grove Unified School District  
10331 Stanford Ave.  
Garden Grove, California 92840  
(714) 663-6000

**Ms. Donna Perez**

Superintendent  
Alhambra Unified School District  
1515 W. Mission Rd.  
Alhambra, California 91830  
(626) 943-3000

**Dr. Gary Rutherford**

Superintendent  
Upland Unified School District  
390 N. Euclid Ave.  
Upland, California 91785  
(909) 985-1864

**Ms. Ann Sparks**

Assistant Superintendent, Business Services  
Bonita Unified School District  
115 W. Allen Ave.  
San Dimas, California 91773  
(909) 971-8200

**Dr. Donald Stabler**

Administrator, Business Services  
Torrance Unified School District  
2335 Plaza del Amo  
Torrance, California 90509  
(310) 972-6500

**Dr. Greg Franklin\***

Superintendent  
Tustin Unified School District  
300 South C St.  
Tustin, California 92780  
(714) 730-7301

**Dr. Dennis Smith**

Superintendent  
Placentia-Yorba Linda Unified School District  
1301 E. Orangethorpe Ave.  
Placentia, California 92870  
(714) 985-8400

**Dr. Maria Ott**

Superintendent  
Rowland Unified School District  
1830 Nogales St.  
Rowland Heights, California 91748  
(626) 854-8300

**Dr. George Mannon**

Superintendent  
Torrance Unified School District  
2335 Plaza del Amo  
Torrance, California 90509  
(310) 533-4259

**Ms. Patricia Meyer**

Assistant Superintendent, Business Services  
Los Alamitos Unified School District  
10293 Bloomfield St.  
Los Alamitos, California 90720  
(562) 799-4700

**Mr. Kevin Condon**

Assistant Superintendent, Administrative Services  
Downey Unified School District  
11627 Brookshire Ave.  
Downey, California 90241  
(562) 469-6520

\*Individual client worked with at another school district



## References Continued

**Dr. Gary Rapkin**

Superintendent  
Bonita Unified School District  
115 W. Allen Ave.  
San Dimas, California 91773  
(909) 971-8200

**Mr. Frank Porter**

Superintendent  
Twin Rivers Unified School District  
5115 Dudley Blvd.  
McClellan, California 95652  
(916) 566-1744

**Dr. Gary Smuts**

Superintendent  
ABC Unified School District  
16700 Norwalk Blvd.  
Cerritos, California 90703  
(562) 926-4084

**Ms. Susan Hume\***

Assistant Superintendent, Business Services  
Fullerton Elementary School District  
1401 W. Valencia Dr.  
Fullerton, California 92633  
(714) 447-7412

**Dr. Deborah Flores**

Superintendent  
Gilroy Unified School District  
7810 Arroyo Circle  
Gilroy, California 95020  
(408) 847-2700

**Ms. Rebecca Wright**

Assistant Superintendent, Business Services  
Gilroy Unified School District  
7810 Arroyo Circle  
Gilroy, California 95020  
(408) 847-2700

**Mr. Richard Pierucci**

Superintendent  
Roseville City School District  
1050 Main St.  
Roseville, California 95678  
(916) 771-1600

**Dr. George Giokaris**

Superintendent  
Fullerton Joint Union High School District  
1051 W. Bastanchury Rd.  
Fullerton, California 92833  
(714) 870-2801

**Dr. Robert Voors**

Superintendent  
Glendora Unified School District  
500 N. Loraine Ave.  
Glendora, California 91741  
(626) 963-1611

**Dr. Gary Matsumoto**

Chief Business Official  
Hacienda La Puente Unified School District  
15959 E. Gale Ave.  
City of Industry, California 91716  
(626) 471-2000

**Mr. Tim McClary**

Assistant Superintendent, Business Services  
Franklin-McKinley Elementary School District  
645 Wool Creek Dr.  
San Jose, California 95112  
(408) 283-6034

**Ms. Kari McVeigh**

Superintendent  
New Haven Unified School District  
34200 Alvarado-Niles Rd.  
Union City, California 94587  
(510) 471-1100

**Ms. Lillian Maldonado French**

Superintendent  
Mountain View Elementary School District  
3320 Gilman Rd.  
El Monte, California 91732  
(626) 652-4955

**Mr. Walter Con**

Director of Business Services  
Bear Valley Unified School District  
42271 Moonridge Rd.  
Big Bear Lake, California 92315  
(909) 866-4631

\*Individual client worked with at another school district



## **References Continued**

**Mr. Jim Hogeboom**

Superintendent  
Lucia Mar Unified School District  
602 Orchard St.  
Arroyo Grande, California 93420  
(805) 474-3000

**Mr. Robert Wolfe**

Assistant Superintendent, Business Services  
Menifee Union Elementary School District  
30205 Menifee Rd.  
Menifee, California 92584  
(909) 672-1851

**Dr. Linda Wagner**

Superintendent  
Monrovia Unified School District  
325 E. Huntington Dr.  
Monrovia, California 91016  
(626) 359-9181

**Mr. Enrique Palacios**

Associate Superintendent of Business Services  
Pittsburg Unified School District  
2000 Railroad Ave.  
Pittsburg, California 94565  
(925) 473-2302

**Dr. Rick Carr**

Superintendent  
Mountain View Elementary School District  
2585 S. Archibald  
Ontario, California 91761  
(909) 947-2205

**Ms. Wendy Sinnette**

Superintendent  
La Canada Unified School District  
4490 Cornishon Ave.  
La Canada, California 91011  
(818) 952-8300

**Ms. Karen Suenram**

Assistant Superintendent, Business Services  
Nevada Joint Union High School District  
11645 Ridge Rd.  
Grass Valley, California 95945  
(530) 273-3351

**Mr. Stephen Jennings**

Superintendent  
Tahoe Truckee Unified School District  
11839 Donner Pass Rd.  
Truckee, California 91745  
(530) 582-2500

**Mr. David Jaynes**

Chief Business Official  
Temple City Unified School District  
9700 Las Tunas Dr.  
Temple City, California 91780  
(626) 548-5000

**Dr. Lois Nash**

Superintendent  
Ukiah Unified School District  
925 N. State St.  
Ukiah, California 95482  
(707) 463-5211

**Mr. Michael Bishop**

Associate Superintendent, Business Services  
Santa Ana Unified School District  
1601 E. Chestnut Ave.  
Santa Ana, California 92701-6322  
(714) 558-5826



## **7. Lead Personnel Assigned**



**Lynn E. Paquin**  
**Executive Vice President**  
**Manager, California Public Finance**

Lynn Paquin joined George K. Baum & Company's Public Finance Department in 2005 and is currently an executive vice president and manager of the California Education Group. Ms. Paquin has broad experience in California school district tax exempt and tax credit financings and has issued general obligation bonds, certificates of participation, QZABs, QSCBs, BABs, special tax financings and refunding transactions for over 100 California school districts.

Ms. Paquin is responsible for developing and maintaining client relationships, structuring and implementing finance programs, legal document review and implementing successful rating and credit strategies. Since joining the firm, she has structured and sold over \$4 billion of transactions.

Ms. Paquin is involved in state and local education associations including California School Board Association and California Association of School Business Officials. She holds a Bachelor of Science from Boston University and a Master's of Public Administration from Columbia University.



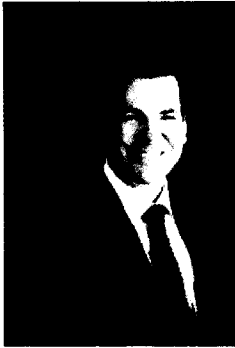
**Charles H. Youtz**  
**Executive Vice President**  
**Manager, California Public Finance**

Charles Youtz has served with George K. Baum & Company for 27 years and is currently an executive vice president and manager of the firm's California Public Finance Office. Mr. Youtz has specialized in education finance for 36 years. His broad base of experience ranges from small bond issues for rural school districts to multi-million dollar bond financings for major metropolitan issuers. His career has focused on service to education clients.

Mr. Youtz has represented the firm as lead investment banker on financings for a number of California school districts, auxiliary organizations of several California State University (CSU) campuses, a CSU system-wide financing, two system-wide issues by the State Public Works Board for the California Community College System and two large general obligation financings for the community college district serving the City of Chicago.

Over his career, Mr. Youtz has served as the senior investment banker on California education financings totaling more than \$6.2 billion. He is active in numerous bond industry and education-related associations and is a registered principal with the National Association of Securities Dealers.





**Randy S. Merritt**  
**First Vice President**  
**California Public Finance**

Randy Merritt is a Vice President in George K. Baum & Company's Sacramento Public Finance Office, focusing on education financings for school districts and community college districts. Since 2000, he has been involved in over 100 financings totaling over \$5 billion for school districts, community college districts, cities, counties and special districts. This experience includes the issuance of general obligation bonds, certificates of participation/lease revenue bonds, land-secured bonds and tax and revenue anticipation notes. In addition, Mr. Merritt is a member of the George K.

Baum & Company's Renewable Energy Finance Group and has assisted school districts and community college districts evaluate and structure financings for solar projects in California.

Mr. Merritt is a member of the California Association of School Business Officials (CASBO), California School Boards Association (CSBA) and Coalition for Adequate School Housing (C.A.S.H.). Mr. Merritt graduated from California Polytechnic State University, San Luis Obispo with a Bachelor of Science degree in Industrial Technology. He holds FINRA Series 7 and 63 licenses.



**Ann Marie Nock**  
**Senior Vice President**  
**Manager, Strategic Planning Department**

Ann Nock manages George K. Baum & Company's Strategic Planning Department. She is one of the nation's most experienced voter approved bond, tax and referendum consultants. Ann has more than 18 years of experience encompassing strategic planning, public opinion polling, community organizing and politics. Ann has successfully developed strategic communication strategies, coalition building models and informational campaigns throughout the nation on behalf of public agency clients. These clients include public school districts, city governments, county service

agencies, special districts and public hospital districts.

A veteran of over 200 successful elections, nearly all her public agency clients' tax proposals have required 55%, 57% or 66.67% voter approval. Her clients have a 90% success rate and have passed over \$4 billion in finance measures.

Ms. Nock is involved in a number of educational and local organizations. She holds an Honors Master's Degree in Politics and Economics from Oxford University, Oxford, England, and a Bachelor's Degree from California State University at Chico.





**Alan Gafford**  
**Vice President**  
**Strategic Planning Department**

Alan Gafford has been with George K. Baum & Company since 1997 and works in the Strategic Planning Department. He is responsible for developing strategy and executing tactics for school bond elections.

Mr. Gafford provides technical instruction for “grass roots” political campaign committees and volunteer organizations.

Mr. Gafford majored in Political Science at UCLA and Urban Studies at the University of California, San Diego.



**Alexzis Fukuji**  
**Assistant Vice President**  
**California Public Finance**

Alexzis Fukuji joined George K. Baum & Company’s Public Finance Department in 2007. Ms. Fukuji is involved with the transaction execution and quantitative structuring of tax-exempt and taxable debt financings for municipal clients in California. These projects involve general obligation bonds, revenue bonds and lease-backed securities. Her responsibilities include reviewing legal documents, performing debt capacity studies and refinancing analyses. She also researches and develops credit analyses for a variety of issuers with final products successfully used in credit rating

and enhancement presentation meetings.

Ms. Fukuji received her Bachelor’s Degree in Business Administration with an emphasis in Finance from the University of the Pacific in Stockton, California.





## **8. Services to be Provided**

George K. Baum & Company will, at the option of the District, offer all of the services listed in this section for the cost quoted. George K. Baum & Company will provide any and all services necessary to accomplish the intent of the agreement.

### **Strategic Planning Services**

We know that every California community is different, and each situation presents new challenges. That's why our strategic planning team brings you the most complete and personal service in the business. George K. Baum & Company will assist and support the District in its efforts to evaluate a possible bond election and to educate the community and District employees about capital facilities funding.

The following activities represent the proposed participation by our firm in the evaluation and planning process.

**Assistance with Capital Facilities Plan.** As appropriate, George K. Baum & Company will advise the District and its architect or other facilities planner in the development and presentation of its Capital Facilities Plan.

**Public Information and Education Program.** Our Strategic Planning Department will assist and advise the District in the development and execution of a public information program. The program will be designed to inform local residents about the District's facilities needs and possible funding solutions, prior to the completion of a community opinion survey.

**Staff Training and Education.** The Strategic Planning Department, in coordination with the District administration, will provide a customized staff development program designed to inform District staff and employees about District facilities needs and possible funding solutions. The training will be designed to enable staff and employees to knowledgeably answer questions from the community about funding needs and bond financing.

**Community Opinion Survey.** Conduct and analyze a community opinion survey on behalf of the District. This survey will evaluate the voters' attitudes toward a bond issue, proposed District projects, projected tax burdens and project arguments. Survey details and methodology are discussed in detail in the following Section 9.

**Supporting Information.** Prepare background and financial information to assist the District in answering questions from citizens pertaining to the economic impact of the bond authorization.



George K. Baum & Company will conduct and analyze a community opinion survey on behalf of the District.

**Financing Alternative Analysis.** Analyze the District's assessed taxable property valuation, historical and projected growth rates, financial status, existing debt and lease obligations to determine the cost to taxpayers of various financing alternatives. As appropriate, George K. Baum & Company will review and analyze all possible capital facilities funding sources, including certificates of participation, Mello Roos bonds, parcel taxes, lease financing and general obligation bond.

**Preparation of Tax Rate Statement.** We will draft and assist the District in filing with the appropriate county officials in a timely manner, the required Tax Rate Statement.

**Preparation of Ballot Question.** Our Strategic Planning Department will use its substantial experience in assisting the District and its bond counsel in the preparation of the Ballot Question.

## **Bond Sale and Issuance Services**

Following the voter approval of the District's general obligation bond issue, George K. Baum & Company will provide the services necessary to ensure the successful and timely completion of the bond sale(s). As the District's investment banker, George K. Baum & Company will present financing alternatives together with time and costs involved in structuring a bond sale which best meets the District's present and projected needs.

The activities outlined below represent the services we will provide during the bond marketing and issuance phases of a general obligation bond issue.

**Meetings.** Organize and attend all meetings related to the financing, including informational and planning meetings with designated District personnel.

**Plan of Finance.** Coordinate initial meetings of the financing team to review, analyze, and structure an appropriate financing plan which best meets the District's needs. This includes financial analyses, credit review and computer-based debt structuring to meet cash flow needs (e.g., project costs, construction plans, investment earnings, interest rates, and annual projected tax levies and debt service requirements).

**Bond Insurance Evaluation.** Evaluate the cost/benefit of obtaining bond insurance for the issue. This includes analysis of additional restrictions, if any, imposed by an insurance provider as a condition of coverage.

**Credit Rating Presentations.** Arrange for meetings (in New York or San Francisco) with the major rating agencies to discuss all aspects of the District's issue. We also will structure the presentation to the rating agencies, as well as coordinate a site visit, if necessary.



George K. Baum & Company will present financing alternatives and discuss the time and costs involved in structuring a bond sale that best meet the District's present and projected needs.

**Bond Counsel Assistance.** Work with Bond Counsel respecting necessary resolutions, notices, opinions and certificates to enable Bond Counsel to render an unqualified legal opinion as to the tax-exempt status and validity of the proposed issue.

**Fee Quotations.** Solicit fee quotations for the various services necessary to complete the financing, including ratings fees, printing costs and other related costs.

**Official Statement.** Assist Disclosure Counsel in the preparation of and printing of the required preliminary and final official statements. We will distribute the Preliminary Official Statement widely to investors throughout the United States.

**Final Structuring Recommendation.** Make a final financing structure recommendation to the District based on existing market conditions and other factors. This will include specific maturity dates, maturity amounts, bond structure, sizing and call provisions.

**Underwriting of the Bonds.** Serve as underwriter for the issue, in a negotiated transaction upon mutually-agreeable rates, terms and conditions. We will use our extensive market knowledge and contacts to pre-market and solicit interest in the issue prior to the offering period. We will inform the District on a regular basis during the offering period as to general market conditions, interest rates and investor response to the District's bonds.

**Closing.** Be responsible for all the financial details of the bond closing. After closing, we will continue to monitor the bond issue for the District and be available for consultation on matters relating to it on a continuing basis.

## **Post Election Services**

**Bond Oversight Committee Training and Organization.** Our Strategic Planning Department includes particular expertise in the organization and training of the statutorily-required Bond Oversight Committee. As requested, we will assist the District in the organization, selection process and training of the Bond Oversight Committee.

**Monitoring of Bonds and Tax Rates.** George K. Baum & Company will monitor interest rates of the issued bonds and advise the District of viable refinancing options for its consideration. We will periodically review the bond tax rates as established by the County.

**Long Term Commitment.** George K. Baum & Company's success is based upon long commitment and dedication to its clients. We stand ready to provide answers and research on its bond issues to the District on a long term, continuing basis at no additional cost.

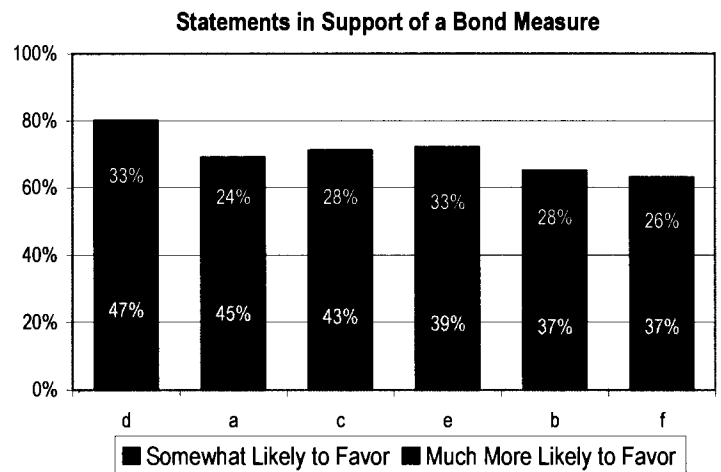


## 9. Community Opinion Survey

A successful capital facilities funding plan is founded on research and testing. George K. Baum & Company offers this, but goes beyond numbers, adding common sense, experience, instinct, creativity, an ability to communicate, an understanding of people regardless of their cultural or economic background and a sense of humor.

In assisting in the development of the capital facilities funding plan for the District, we will conduct an extensive district survey enabling the District to develop general obligation bond funding plans. This will provide the District with an understanding of how the public currently perceives District facilities, the importance it places on education, the need for new facilities and an assessment of the public's willingness to support, through its tax dollars, the District's construction projects.

Specifically, the District-wide survey will determine the following:



- ☒ Community support for a general obligation bond to benefit District facilities.
- ☒ The demographic groups and subsets which express the greatest degree of support for a bond measure.
- ☒ The demographic groups and subsets which express the greatest degree of opposition to a bond measure.
- ☒ Issues and concerns voters possess regarding the proposed bond projects.
- ☒ Minimum and maximum tax thresholds voters will tolerate. This information will in turn identify the total dollar amount which voters will approve.
- ☒ Identify the most efficient method to provide District voters with bond cost information.
- ☒ Public opinion of District services.
- ☒ Correlation of community response to political ideology and party registration.
- ☒ Registered community response groups and subsets which express the greatest degree of support for a bond measure.
- ☒ Registered community groups and subsets which express the greatest degree of opposition to a bond measure.
- ☒ The appropriate time to present the issue to the voters.

## Four Phases of Survey Process

### Assessment

The initial stage involves the assessment of the District's needs for the bond, the projects that will be funded by this money and the cost per project. This information will be used in designing the survey questionnaire and testing the voters' attitudes toward bond funding.

### Survey Specifications

To provide statistical accuracy at the 95% confidence level, a random survey of 400 individuals will be conducted. The variables should include demographic questions, the community's perception of the facilities, a thorough testing of voters' tax threshold and specific questions regarding voters' perceptions of the use of bond funds. The interviews will be conducted during a two-day period between the hours of 5 p.m. and 9 p.m. in order to avoid work bias.

We maintain a policy of working closely with the client in designing the survey instrument. Before beginning the survey pre-testing, we will provide the District with a copy of the survey script for review. Time will be allocated for review and any necessary script revision.

All telephone interview schedules are pretested on a small sample by experienced interviewers to identify unclear wording and unproductive questions. Time is allocated for preview of the pretest results with the client and revisions before beginning data collection for the survey.

### Survey Technique and Data Collection

Sample selection is a critical factor to ensure accurate survey results. We will utilize stratified random sampling. Trained and experienced interviewers conduct the survey from a single site with a supervisor monitoring the work at all times. Interviewers receive specific training with special instructions for difficult questions and probing.

Lack of response is a concern in telephone surveys. The low response rates found in a recent study, *The No Response Problem in Consumer Telephone Surveys* (performed by 182 commercial marketing research firms), were the result of minimal callback efforts and refusal to participate by respondents. These problems will be addressed by:

- ☒ Calling a number three times at different hours and on different days before listing the sample elements as nonresponsive.
- ☒ Employing interviewers who have been trained in specific techniques for getting and maintaining participation in the call.

### **Statistical Analysis**

Following the conclusion of the survey, the District will be provided a scientific statistical analysis (including a graphic analysis thorough cross-tabulations) and an explanatory narrative. The analysis will provide the District a benchmark measure of attitudes toward a general obligation bond measure.

The data will be summarized using statistical analysis software (SPSS: Statistical Package for the Social Sciences) which will create qualitative classifications and responses for the various demographic variables surveyed.

We will work closely with the District to determine the focus and approach of a District-wide survey and to oversee the survey proceedings. Based on these findings, we will advise the District on the viability of general obligation bond funding to meet District needs.

Finally, the District will receive bound copies and a master of the survey results.

## **10. Proposed Form of Agreement**

THIS AGREEMENT, made and entered into this \_\_\_\_\_ day of \_\_\_\_\_, 2012, between the Fountain Valley Elementary School District, hereinafter referred to as the "District," and George K. Baum & Company;

WHEREAS, the District desires to retain the services of George K. Baum & Company to assist in the possible issuance of general obligation bonds and other debt instruments; and

WHEREAS, George K. Baum & Company has agreed to serve in this capacity under the terms and conditions hereinafter set forth; and

WHEREAS, George K. Baum & Company has submitted a "Proposal to Provide Investment Banking Services" dated May 7, 2012 ("Proposal"), outlining the terms, conditions and scope of its services and that Proposal is made a part of this agreement.

NOW, THEREFORE, in consideration of the promises and the mutual covenants herein contained, it is agreed as follows:

- I. George K. Baum & Company will provide to the District the financial services for the issuance of debt instruments by the District as outlined in the aforementioned Proposal. Such services will include those services selected by the District offered in the Proposal.
- II. George K. Baum & Company will render such additional services as are pertinent to the accomplishment of the intent of this Agreement and will keep the administration informed of its activities by the presentation of written and oral reports.
- III. The District shall cooperate with George K. Baum & Company in accomplishing the purposes of this Agreement and will make such information and personnel available as may be reasonably requested by George K. Baum & Company.
- IV. George K. Baum & Company will underwrite in a negotiated sale, upon mutually-agreeable rates, terms and conditions, general obligation bonds approved by the voters and other debt instruments during the period of the engagement and will receive a standard bond market underwriter's discount not to exceed 1.10% at the closing of the bond issue(s) and will be reimbursed for District-authorized out-of-pocket expenses. All sums due George K. Baum & Company are contingent upon the sale of the financing(s); should the financing(s) not be completed for any reason, George K. Baum & Company will absorb all of its respective costs and expenses, and the District shall not be responsible to pay any fee to George K. Baum & Company.

It is expressly understood and agreed that, under this Agreement, George K. Baum & Company is not acting as a financial advisor or fiduciary to the District. George K. Baum & Company is engaged and retained by the District to act as a principal in a commercial, arm's length transaction as the District's underwriter. As such, George K. Baum & Company has financial and other interests that differ from those of the District.



Proposal to

**FOUNTAIN VALLEY ELEMENTARY SCHOOL DISTRICT**

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- V. This Agreement shall be for a period commencing with the date of the approval of the Agreement by the Board of Trustees and terminate after all the bonds authorized by the voters have been sold. However, either party may terminate this Agreement following an unsuccessful bond election upon thirty (30) days' written notification to the other.
- VI. George K. Baum & Company shall not extend the faith or credit of the District to any person or organization.
- VII. This Agreement is expressly subject to the laws of the State of California as they apply to the District and shall not be assigned without the express agreement of all parties.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement on the day and year first above written.

**Fountain Valley Elementary School District**

by: \_\_\_\_\_

**George K. Baum & Company**

by: \_\_\_\_\_

Lynn E. Paquin  
Executive Vice President





Fountain Valley School District  
Superintendent's Office

**REGULAR MEETING OF THE BOARD OF TRUSTEES**

10055 Slater Avenue  
Fountain Valley, CA 92708

**April 26, 2012**

**MINUTES**

President Ian Collins called the regular meeting of the Board of Trustees to order at 6:00pm.

CALL TO ORDER

The following board members were present:

ROLL CALL

Ian Collins	President
Christine Allcorn	President Pro Tem
Sandra Crandall	Clerk
Jimmy Templin	Member
Judith Edwards	Member

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

AGENDA APPROVAL

Second: Mrs. Crandall

Vote: 5-0

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

PUBLIC COMMENTS

Mr. Collins 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.
- Negotiations: *Government Code 54957.6*  
Update and review of negotiations with the FVEA and CSEA Bargaining Units with the Board's designated representative, Mrs. Cathie Abdel.
- 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.

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

The public portion of the meeting resumed at 7:10pm.  
Boy Scout Pack 455 led the Pledge of Allegiance.

PLEDGE OF  
ALLEGIANCE

**SPECIAL PRESENTATIONS**

It is an interest of the Board of Trustees to recognize students who display high achievement, improvement or extraordinary effort. The Board was joined by Principal Mr. Miller in recognizing six outstanding students from Oka School. Those students honored for their hard work at Oka School this year included: Zaid Musa (K), Caritina Evans (1<sup>st</sup>), Sofia Lewellyn (2<sup>nd</sup>), Brandon Montiel (3<sup>rd</sup>), Cole Royster (4<sup>th</sup>), Brighton Pauli (5<sup>th</sup>).

RECOGNITION OF  
STUDENTS FROM OKA  
SCHOOL

It is an interest of the Board of Trustees to recognize students who display high achievement, improvement or extraordinary effort. The Board was joined by Principal Mr. Christensen in recognizing seven outstanding students from Courreges School. Those students honored for their hard work at Courreges School this year included: Savannah Nau (K), Olivia Rice (1<sup>st</sup>), Haley Varner (2<sup>nd</sup>), Sonny Davis (2<sup>nd</sup>), Alexandra Regis (3<sup>rd</sup>), Matthew Fee (4<sup>th</sup>), Sylvia Le (5<sup>th</sup>).

RECOGNITION OF  
STUDENTS 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 Oka School, the Board joined Mr. Miller in recognizing and thanking Shane Holt and Niki Sablan. Members of the Oka PTO and staff were also present to thank these parents for their outstanding contributions to Oka School this year.

RECOGNITION OF OKA  
PARENT VOLUNTEERS

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 joined Mr. Christensen in recognizing and thanking Jim Frederisy and Monica Maytorena. Members of the Courreges PTA and staff were also present to thank these parents for their outstanding contributions to Courreges School this year.

RECOGNITION OF  
COURREGES PARENT  
VOLUNTEERS

Fountain Valley Educational Foundation President Nicola Weiss and Executive Administrator Joanne Lew were joined by

PRESENTATION OF 2012-  
13 EDUCATIONAL

members of the Foundation in awarding its 2012-13 teacher grants to district staff. Grants were awarded to 24 teachers (including teacher teams for grade-level or school wide grants) totaling nearly \$10,000. The grants will be used to purchase a variety of classroom materials to enhance the curricular areas of reading, science, language arts, math, and PE.

## FOUNDATION TEACHER GRANTS

Mr. Templin made the following Closed Session announcement:

## CLOSED SESSION ANNOUNCEMENT

*“Based upon the Board’s review and acceptance of the Administrative Hearing Panel’s findings of facts and recommendation for expulsion, in closed session the governing board took action by a vote of 5 to 0 to suspend the expulsion of Student #6090391664 and to revoke the inter-district transfer to the Fountain Valley School District through the 2<sup>nd</sup> trimester of the 2012-13 school year.”*

## STAFF REPORTS AND PRESENTATIONS

Assistant Superintendent, Business Steve McMahon was joined by Lynn Paquin and Ann Nock from George K. Baum in presenting to the Board the viability and process for approval of a bond measure benefiting technology in Fountain Valley School District. Ms. Paquin explained that general obligation (GO) bonds are a mechanism for funding improvements, facilities, modernization, new construction and equipment, and require a 55% voter approval. They may not pay for day-to-day expenditures, but can pay for technology through technology endowment programs. She explained the process and timeline involved. She explained that financing technology with a GO bond is growing in popularity as the establishment of an endowment fund allows district to finance short term purchases with long term repayment. She explained that tax-exempt bond proceeds are deposited into an endowment fund, allowing interest earnings to continue to support technology needs. Funds from a GO bond can be used to purchase handheld tablets, computers, smart boards, printers, network equipment and fund the salary of IT staff during the initial setup and implementation. Funds cannot be used to purchase software, equipment insurance, staff training or ongoing staff salaries. Ms. Nock explained that the district’s tax base has remained stable even during the economic downturn, signaling strong home values and a built out community. She explained that the bonding capacity is \$80 million, 1.25% of the District’s assessed valuation. It was estimated that \$15 per \$100,000 of assessed valuation for 25 years could generate approximately \$19.7 million of bonds

## TECHNOLOGY BOND MEASURE PRESENTATION (WRITTEN AND ORAL)

proceeds. All of the bonds would be sold in one year and a majority of the proceeds may be deposited into an endowment fund that earns interest.

Energy Conservation Manager Gregg Millett updated the Board as to the success of the District's Energy Conservation Program since its implementation in September 2008. He explained that since implementation, the District has saved \$816,380 in energy costs and cumulative greenhouse gas reductions of 1,380 equivalent metric tons of CO2 or 248 cars not driven for one year or 35,286 tree seedlings grown for 10 years. He also explained that the district's energy program has applied for and was recently recognized by the EPA as an Energy Star partner. At the same time the district also applied to be an Energy Star 20% Leader, a top performer recognition. We are currently awaiting confirmation that all of our sites will receive Energy Star's label recognition.

**ENERGY  
CONSERVATION  
PROGRAM BOARD  
UPDATE (WRITTEN AND  
ORAL)**

**STUDY SESSION**

The Board of Trustees conducted a study session for the purpose of discussing the development of the 2012-13 Board Interests. Mr. Collins opened the discussion by asking the Board if there were any new interests or if there were any questions on the update of the 2011-12 interests.

**STUDY SESSION ON  
2012-13 BOARD  
INTERESTS**

Mrs. Allcorn noted that in looking at the 2011-12 interests, she thought that there is still possibly more that the district can do with magnet programs and considering the bond presentation this evening, perhaps a STEM magnet program would attract some interest.

Mr. Collins noted that the board should include an interest in having the survey completed to see if a bond is a viable option.

Mrs. Allcorn agreed noting that this would be done at no risk or cost to the district.

Mrs. Edwards agreed noting that she would be in favor of having the survey conducted, noting as well an interest that would look at technology in the district. She explained that after reading Dr. Hoefer's report, she feels the board needs an interest focusing on this.

Mr. Templin noted his feeling that the two need not be tied, indicating a look at technology in the interest but also a desire to have the survey done as well. He noted his belief that the board does not necessarily need to include the survey as an interest as the two are somewhat separate.

Mrs. Edwards agreed noting that technology does need to be

included somewhere.

Mrs. Allcorn noted that if the district pursues the bond and it does not go well, the district can devise other means to fund technology if it is an interest.

Mr. Collins noted his understanding that improving technology is an interest for the board as well as perhaps having the survey for a bond included in the May agenda.

Mrs. Crandall noted that she sees the bond issue as totally separate from the board interests and she explained that she looked at the magnet program interest from this year and wrote it in a two part for next year. She explained that one part would be to support the use of data and technology to individualize instruction and improve students' learning in a cost-effective manner or; acknowledging the importance of technology, support the exploration of learning options which may include a pilot program in one classroom at one school using iPads with a mini-analysis of the workability for the Fountain Valley School District.

Mr. Collins noted that this is already being done to a degree at Courreges as all teachers have iPads funded by their PTA and use them as learning instruments in their classrooms.

Mrs. Crandall noted that it is one thing to push technology out but another to use this as a mini study to see the direction that the district wants to go.

Mrs. Allcorn noted her understanding that Board Interests need to be specific enough to give good focus and direction but general enough to allow staff to develop those programs within it. So while she likes the focus on student learning, she expressed her concern that this may be too narrow and prevent Dr. Hoefer from doing what she needs to do within this interest.

Mrs. Crandall asked what a magnet program in technology would look like.

Mr. Templin noted that he sees the two as separate and that he is unsure that he would want to limit this. He noted that the district should challenge itself to see what other districts are doing. He explained that his two interests are technology and a magnet program. He explained that although we talk of pilot programs with iPads in the classrooms, he is not sure if there is a correlation between a program of this sort and drawing students to the district.

Mr. Collins noted that Board Interests need to be more general and that we need to update the technology in the district, as seen in Dr. Hoefer's report. He noted though that how to go about doing this is up to staff to decide.

Dr. Ecker explained that the initial foray into this is how to deal with next year, given the failure rate of the current district

technology as explained in Dr. Hoefer's report. He noted that staff tried to put together a plan that would get us through next year with our limited resources and they developed a somewhat frugal budget. He noted though that when thinking beyond iPads and mounted projectors and instead to 21<sup>st</sup> century classrooms, the goal is defined more as giving teachers and students the ability to access information that is beyond the walls of the classroom, the knowledge of our teachers or the content of our textbooks. He thanked Dr. Hoefer, Mr. Pitoniak, Mr. Sadegh and Mr. Yepiz for their initial research. He explained that the district knew the computers were aging but just not how quickly and even providing just some form of teacher device that would allow them to manage their classrooms comes with a hefty price tag forcing the district to stretch when we consider that 30 machines will die next year. Dr. Ecker explained that although this initial plan is not as likely to cause a paradigm shift, the proposal provided to the Board focuses on changing learning and teaching in 21<sup>st</sup> century classrooms and moving into a paradigm shift. He explained that he sees this differently than magnet programs, although magnet programs are something that we can still pursue. Mr. Collins noted that we still need to pursue upgrading technology and we have seen the window of possibility of what we can do. He noted his belief that the board needs to be in concert with the district with an interest and that Mr. Templin's comment was on target regarding separating technology and magnet programs. He noted his agreement with having technology as an interest.

Dr. Ecker noted that he would put wording together for the board. He explained that regarding the board's interest in having the survey completed, if the district is to go forward with this, it will require some resources. He explained that if the survey does show that a bond would not be successful, it will not take away the interest but the district will continue to look for resources and perhaps a different timeline.

Mr. Collins noted that he is still interested in magnet programs, although he is unsure how to see this in an elementary district. Mr. Templin agreed that magnet programs should be included as a board interest but noted as well that the board does not necessarily need to know the magnets at this point. Instead the board would have a unique opportunity to research to see if anything is possible. He noted that there are so many things happening in education now that there are ideas out there. Mrs. Crandall noted for example that some elementary schools provide dual emersion.

Dr. Ecker noted that the board and staff have discussed some of

things that we want to bring to our middle schools, like a middle level ST math program.

Ms. Silavs noted that we are looking at different programs that we could offer that we don't currently offer, like Language 360, enhancing our music program and others to make our district more attractive to families but to also offer opportunities to our students. She noted though that the success of these programs can cause them to be spread to other sites as well.

Mr. Collins noted that the board can eliminate interest 1 from 2011-12 and that the board can continue to do interest 2, supporting of our Foundation.

Dr. Ecker noted that perhaps interest 2 and support of our Foundation has already been institutionalized and is something that we do.

Mrs. Crandall noted that the only shift that we may need to wrap our head around is that currently Fountain Valley Educational Foundation's expenses exceed its income. She noted that keeping relations with groups needs to be on the front burner or we need to brainstorm how to raise funds.

Dr. Ecker noted that if the Foundation can't raise funds for instrumental music, we need to find another source of funding or be forced to cut the program. He asked the board what role they see themselves playing with the Foundation in this.

Mrs. Crandall explained her feeling that we should keep relations open and guide relationships that can assist the Foundation with fundraising and new ideas and possibly a board liaison.

Mr. Collins noted that support for all foundations is down noting that hopefully this will turn around. He noted that we missed a couple of opportunities this year that were established but, there is still an opportunity in the Mr. Fountain Valley event. He noted that the concept can continue but that it is not needed as a board interest.

Mr. Templin noted that he is not opposed to keeping this as an interest.

Mrs. Edwards noted that since she has been on the board, there has always been some interest that revolved around the Foundation. She explained that it is just a reminder that it is an important interest of board.

Mr. Collins agreed and noted that it would be kept as an interest.

Regarding interest 3 and the searching out of grant opportunities for the district, Mr. Collins noted that the district is working with Hyundai and noted his confidence that Ms. Silavs and Dr. Hoefer are always on lookout for anything that becomes available. He noted however that it is a competitive area and one that takes a lot

of time and effort. He suggested that perhaps this is a standard interest that needs to be kept as well.

Mr. Templin noted that during an economic time like this, if a company that doesn't know the district looked at our interests; they would see that we are going for technology and drawing students to district. He noted that there are companies that would work for the district regarding grants. He noted that it makes sense for any district to focus on grants during a time like this.

Dr. Ecker noted that many of our school's base grants, EISS and PBIS grants for example, have been successful.

Ms. Silavs noted that our schools do continue to take advantage of grant opportunities.

Mr. Collins agreed that it should be kept as an interest.

Regarding interest 4 from 2011-12, Mr. Collins noted his belief that it has been met.

Mrs. Edwards noted that we have done this for years.

Mrs. Crandall noted that last year she suggested this interest as she was feeling the move toward shorter terms, two and even 1 year, but she explained that she no longer senses the same climate out there.

In summary, Mr. Collins noted the board's interest in keeping interests 2, 3 and 5 from 2011-12 and adding an interest regarding technology in the district to the 2012-13 board interests. He asked if there were any additional interest that the board would like to consider.

Mrs. Crandall expressed her interest in the board becoming its own professional learning community (PLC), looking at improving its effectiveness and efficiency and perhaps three times a year looking at specific board governance readings together. She noted CSBA's *Call to Order: A Blueprint for Great Board Meetings* as one possible reading with the addition of two others. She noted her interest in increasing learning and the board becoming its own learning community.

Mrs. Allcorn noted that in the past CSBA's Masters in Governance program was a part of the board's interests although now the board cannot afford it. She noted that she liked the idea. Mrs. Templin agreed, asking if Mrs. Crandall saw this as something that would be done in addition to board meetings or during meetings.

Mrs. Crandall explained that the readings would be done individually outside but noted that several boards throughout the State conduct a self-evaluation of the meeting, in public just prior to the close of their meeting. She thought this was an interesting concept.

Mrs. Allcorn noted that when Mr. McCombs was president the



board did conduct a board evaluation based on materials CSBA developed.

Mrs. Edwards agreed noting that this was a one-time occurrence.

Mrs. Crandall noted that she did not envision that discussion of the group readings would take long, perhaps 2-3 minutes.

Mr. Collins noted that he does not object to this idea.

Dr. Ecker noted that we are doing a lot in this district about bringing professionals together, all dedicated to specific teaching and learning strategies, moving staff forward and professional development. He noted that perhaps there are opportunities to extend professional literature, for example learning more about common core and assessment issues, to the board. He noted that the other way to look at this would be a more structured way to look at how the board performs, like a self-evaluation. He explained that it has been a watershed year with a great deal of moving the dial this first year and we have to give the board credit in this.

Dr. Ecker noted that he would work on some wording for the five interests and get this out to board for their review.

## **BOARD REPORTS AND COMMUNICATIONS**

Mrs. Crandall extended her congratulations to those Courreges and Oka parents and students honored this evening. She also congratulated staff, parents and students for their work on the development of the Single Plan for Student Achievement, noting that she learn a lot of the aggressive goals that each site has established for themselves for next year and loved the way that it was presented. She enjoyed Open House at Plavan, Courreges, Oka, Moiola and Masuda as well as touring Newland and Plavan and attending the Rotary Every Student Succeeding Breakfast. She enjoyed the March Mayor's Breakfast and Rotary Most Improved Student recognitions in March and April. She also noted that the artwork of two Talbert students was displayed on Magnolia Street at the Transit Authority bus stop. She attended two Eagle Scout ceremonies with one choosing to do their project building new benches at Cox School and the other building raised garden boxes at Talbert Middle School. She assisted with the Community Volunteer Academy presentation, noting that it was very consistent with our other offerings with 24 attendees, this presentation focusing on 4-8<sup>th</sup> grades. She also participated in the PBS TV interview on cyber-bullying. She also assisted with student supervision at the Monster Concert, orchestra concert and the vocal music concert. She attended the Foundation meeting and reminded the audience that May 18<sup>th</sup> is the Mr. Fountain

## **BOARD REPORTS AND COMMUNICATIONS**

Valley pageant. She also participated in the Student in Business day, noting that Masuda Middle School participated. She attended the Twilight meeting at the Boys and Girls Club and assisted in the development of a new evaluation instrument for the superintendent with Mr. Collins.

Mr. Templin enjoyed Open House at Courreges and Plavan and enjoyed a tour of the new GiGi Math at Plavan. He also enjoyed tours of their SDC young kindergarteners classrooms. He enjoyed Talbert's Open House including the student entertainment hour. He also enjoyed Open House at Fulton as well as attending the State SELPA where he continues to learn more and more. He also enjoyed the vocal music concert and Moiola's Open House.

Mrs. Edwards passed on her report in the essence of time.

Mrs. Allcorn noted that she misses going to the schools, so it is nice to go to the Open Houses. She attended FVHS's orientation and noted that it was a comprehensive program for our students to attend. She attended the middle school brain teacher presentation and enjoyed the student concerts and open houses.

Mr. Collins was invited to be a guest speaker at Tamura's National Scholar Evening and noted it was great to see. He attended the Sacramento Safari where Molly Munger, Rick Pratt and others spoke. He also attended training on school finance as a part of the Masters in Governance program. He attended the Hyundai event at Segerstrom Center as well as the SPC meeting and participating in the Student in Business Day and Talbert's Pancake Breakfast. He enjoyed visits at Newland, Gisler and Plavan as well as a meeting with the Boy Scouts to assist them in earning their civics badge where they discussed the process of closing a school. He noted that he is the manager of the Foundation's contestant for Mr. Fountain Valley, noting that it will be a fun presentation and encouraged everyone to support it.

## **PUBLIC COMMENTS**

There were no requests to address the Board of Trustees.

**PUBLIC COMMENTS**

## **LEGISLATIVE SESSION**

<b>Motion:</b>	Mrs. Edwards moved to adopt Resolution 2012-20 in Celebration of May 9, 2012 as California's Day of the Teacher and May 7-11, 2012 as Teacher	<b>RESOLUTION 2012-20: IN CELEBRATION OF MAY 9, 2012 AS</b>
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Appreciation Week.

Second: Mrs. Crandall

Vote: 5-0

CALIFORNIA'S DAY  
OF THE TEACHER  
AND MAY 7-11, 2012  
AS TEACHER  
APPRECIATION  
WEEK

**Motion:** Mrs. Edwards moved to approve the Consent Calendar.

Second: Mrs. Allcorn

CONSENT  
CALENDAR/  
ROUTINE ITEMS OF  
BUSINESS

Mrs Crandall noted her pleasure in seeing that the Developer Study will be going out again as it has been four years since our last study. She also noted that she took a look at other public entities and their attorney fees and noted that Chidester and Associates is lower than others.

Mr. Collins noted his pleasure in seeing that the professional development for small group instruction has been continued as it is so valuable. He also explained the Williams Quarterly Report and noted that the District is in great shape.

Vote: 5-0

The Consent Calendar included:

- Board Meeting Minutes from March 8<sup>th</sup> board meeting
- Personnel Items (Employment Functions, Workshops/Conferences, and Consultants)
- Donations
- Warrants
- Purchase Order Listing
- Budget Transfers
- Approval of Williams Quarterly Report For Third Quarter 2011-12
- Approval of Proposal to Update Developer Fee Study
- Approval of Retainer Agreement for Legal Services with Margaret A. Chidester & Associates
- Approval of Agreement for Professional Development in Small Group and Differentiated Instruction
- Approval of Single Plans for Student Achievement
- Adoption of Resolution 2012-19: Authorizing the Formation of a Surplus Property Advisory Committee
- Approval of Notice of Layoff for Classified Positions

## NEW ITEMS OF BUSINESS

Dr. Ecker            Presented to Mr. Collins his completion certificate for CSBA's Masters in Governance Program. He noted that this is a rigorous program and that it is a pleasure to present the completion certificate to Mr. Collins.

**ADJOURNMENT**

**Motion:**        Mr. Templin moved to adjourn the meeting at 10:21pm.

**Second:**        Mrs. Allcorn

**Vote:**            Unanimously approved

/rl

**FOUNTAIN VALLEY SCHOOL DISTRICT**  
**PERSONNEL ITEMS FOR APPROVAL**  
**May 17, 2012**

**1.0 EMPLOYMENT FUNCTIONS:**

**1.1 EXECUTIVE DIRECTOR, PERSONNEL 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	Solorzano, Joleen	Teacher	Moiola	Maternity	05/14/2012
1.1.2	Guzman, Jennie	Teacher	Talbert	Child Care	2012-2013 School Year
1.1.3	Urban, Kristen	Teacher	Moiola	Personal/ Unpaid leave	2012-2013 School Year
1.1.4	Hunt, Ashley	Teacher	Newland	Personal/ Unpaid leave	2012-2013 School Year

**1.2 EXECUTIVE DIRECTOR, PERSONNEL REQUESTS APPROVAL OF THE SCHOOL CALENDAR, MODIFIED DAY CALENDAR, START AND END DATES, AND HOLIDAY CALENDARS FOR 2012-2013 SCHOOL YEAR (see attachments).**

**1.3 EXECUTIVE DIRECTOR, PERSONNEL REQUESTS APPROVAL OF THE CERTIFICATED TEACHER, SPEECH AND LANGUAGE, CERTIFICATED MANAGEMENT, AND SCHOOL PSYCHOLOGIST SALARY SCHEDULES TO REFLECT FIVE(5) FURLOUGH DAYS FOR THE 2012-2013 SCHOOL YEAR EFFECTIVE 07/01/2012.(see attachments).**

**2.0 EMPLOYMENT FUNCTIONS:**

**2.1 EXECUTIVE DIRECTOR, PERSONNEL REQUESTS APPROVAL OF LEAVE OF ABSENCE FOR THE FOLLOWING EMPLOYEE:**

	<u>EMPLOYEE</u>	<u>ASSIGNMENT</u>	<u>LOCATION</u>	<u>REASON</u>	<u>EFFECTIVE</u>
2.1.1	Barber, Roxanne	Pre School Instructor	Oka	Personal	04/23/2012

**2.2 EXECUTIVE DIRECTOR, PERSONNEL REQUESTS APPROVAL OF THE RETIREMENT OF THE FOLLOWING EMPLOYEES:**

	<u>EMPLOYEE</u>	<u>ASSIGNMENT</u>	<u>LOCATION</u>	<u>EFFECTIVE</u>
2.2.1	Sobraska, James	Dir. Of Transportation	Transportation	06/29/2012
2.2.2	Fryar, Patricia	IA SH/PH	Plavan	06/20/2012

**2.3 EXECUTIVE DIRECTOR, PERSONNEL REQUESTS APPROVAL OF THE NEW CLASSIFICATION OF SENIOR ACCOUNTING ASSISTANT AT RANGE 52 ON THE CLASSIFIED SALARY SCHEDULE.**

**2.4 EXECUTIVE DIRECTOR, PERSONNEL REQUESTS APPROVAL OF THE RECLASSIFICATION OF MARTHA LOCKWOOD, FROM ACCOUNTING ASSISTANT TO SENIOR ACCOUNTING ASSISTANT.**

**3.0 INDEPENDENT CONTRACTOR AGREEMENT:**

3.1 EXECUTIVE DIRECTOR, PERSONNEL REQUESTS APPROVAL OF A STUDENT TEACHING  
AGREEMENT WITH AZUSA PACIFIC UNIVERSITY. THE TERM TO BE FROM JULY 1, 2012 – JUNE 30, 2015.

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

May 17, 2012

<b><i>INSTRUCTION</i></b>
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**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	COATS, Ari DUNLAVY, Kristi HARVEST, Emily KUBOTA, Todd O'DONNELL, Kim RAYMOND, Nancy REED, Trudy YAGER, Dana (Cox)	Intervention classes	Hourly rate per teacher, not to exceed \$6000 total	01-011-3255-1110	3-19-12 through 5-9-12
<b>REASON FOR LATE SUBMITTAL: Information received too late for prior Board approvals.</b>					
4.2	BRIGNARDELLO, Leo (Fulton)	Track & Field sports coach	\$250 stipend plus benefits (per sport)	01-023-2989-1115	2011-12 school year
4.3	GAEBEL, Alyssa (Fulton)	Track & Field sports coach	\$250 stipend plus benefits (per sport)	01-023-2989-1115	2011-12 school year
4.4	HOLMAN, Mark (Fulton)	Track & Field sports coach	\$250 stipend plus benefits (per sport)	01-023-2989-1115	2011-12 school year

FOUNTAIN VALLEY SCHOOL DISTRICT		
2012-2013 SCHOOL YEAR CALENDAR		
AUGUST	13-24 21-Tuesday 27-Monday 30-Thursday 31- Friday	1 DAY RETURNING TEACHER PRE-SERVICE SCHOOL OFFICES OPEN TO PUBLIC ADMISSIONS DAY HOLIDAY STAFF DEVELOPMENT #1 STAFF DEVELOPMENT #2
SEPTEMBER	3- Monday 4-Tuesday <b>5-Wednesday</b> 13-Thursday 20-Thursday	LABOR DAY HOLIDAY TEACHER PRE-SERVICE DAY <b>FIRST DAY OF SCHOOL</b> BACK-TO-SCHOOL NIGHT K-5 BACK-TO-SCHOOL NIGHT 6-8
OCTOBER	12 29-31	MID TRIMESTER PARENT CONFERENCE DAY (Modified days)
NOVEMBER	1-2 12-Monday 19-23	PARENT CONFERENCE DAYS (Modified days) VETERANS DAY OBSERVED THANKSGIVING RECESS
<b>END OF FIRST TRIMESTER 57 DAYS – NOVEMBER 30</b>		
DECEMBER	21-Friday 24– 31	<b>FURLOUGH DAY-1</b> WINTER RECESS
JANUARY	1-4 7- Monday 21-Monday 25	WINTER RECESS RETURN TO SCHOOL MARTIN LUTHER KING BIRTHDAY HOLIDAY MID TRIMESTER
FEBRUARY	18-Monday 19-Tuesday <b>20-22 Wed-Fri</b>	PRESIDENTS' DAY HOLIDAY LINCOLN'S BIRTHDAY HOLIDAY <b>FURLOUGH DAYS –2, 3, 4</b>
MARCH	21- Thursday 26-28 29-Friday	OPEN HOUSE 6-8 PARENT CONFERENCE DAYS (Modified days) <b>FURLOUGH DAY-5</b>
<b>END OF SECOND TRIMESTER – 58 DAYS – MARCH 15</b>		
APRIL	1-5 18-Thursday	SPRING RECESS OPEN HOUSE K-5
MAY	3 27- Monday 28- Tuesday	MID TRIMESTER MEMORIAL DAY HOLIDAY MODIFIED DAY-FVEA/FVSD CERTIFICATED RETIREE RECOGNITION-(Modified day)
JUNE	17-19 19-Wednesday	MODIFIED DAYS LAST DAY OF SCHOOL
<b>END OF SECOND TRIMESTER – 61 DAYS – JUNE 19</b>		
JUNE	21	SCHOOL OFFICES CLOSED TO PUBLIC

**DAYS OF INSTRUCTION-176**

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: 05-17-2012**



# FOUNTAIN VALLEY SCHOOL DISTRICT

## 2012–2013 CALENDAR

### **START AND END DATES FOR:**

PRINCIPALS, ASST. PRINCIPALS  
COORDINATORS, AUTISM SPECIALISTS,  
PROGRAM SPECIALIST,                      AUGUST 2, 2012    TO    JUNE 28, 2013  
*Furlough Days:* 12/21/2012; 02/20-22/2013; 3/29/2013

PSYCHOLOGISTS                                      AUGUST 21, 2012    TO    JUNE 21, 2013  
*Furlough Days:* 12/21/2012; 02/20-22/2013; 3/29/2013

12 MONTH CERTIFICATED                      JULY 1, 2012    TO    JUNE 30, 2013  
*Furlough Days:* 12/21/2012; 02/20-22/2013; 3/29/2013

DIRECTORS, SUPERVISORS,  
CONFIDENTIALS                                      JULY 1, 2012    TO    JUNE 30, 2013  
12 MONTH CLASSIFIED                      *Furlough Days:* 12/21/2012; 02/20-22/2013; 3/29/2013

200 DAY CLASSIFIED                                      AUGUST 16, 2012    TO    JUNE 25, 2013  
*Furlough Days:* 12/21/2012; 02/20-22/2013; 3/29/2013

180 DAY CLASSIFIED                                      SEPTEMBER 5, 2012    TO    JUNE 19, 2013  
*Furlough Days:* 12/21/2012; 02/20-22/2013; 3/29/2013

**NOTE 1:**                      All 200(195) day Classified Employees will return on 8/16/2012, but the public calendar states that offices will be open on Tuesday, 8/21/2012.

**NOTE 2:**                      Middle School Principals will work an additional 5 days.

*Board Approved: 05-17-2012*

**FOUNTAIN VALLEY SCHOOL DISTRICT**  
**CLASSIFIED EMPLOYEES' HOLIDAY CALENDAR**  
**2012-2013 SCHOOL YEAR**

<b><u>HOLIDAY</u></b>	<b><u>DATE</u></b>	<b><u>DAY</u></b>
INDEPENDENCE DAY	July 4	Wednesday
ADMISSION DAY	August 27	Monday
LABOR DAY	September 3	Monday
VETERANS' DAY	November 12	Monday
THANKSGIVING DAY	November 22	Thursday
BOARD APPROVED HOLIDAY	November 23	Friday
WINTER RECESS	December 24 - January 4	
BOARD APPROVED HOLIDAY	December 24	Monday
CHRISTMAS DAY	December 25	Tuesday
BOARD APPROVED HOLIDAY	December 31	Monday
NEW YEAR'S DAY HOLIDAY	January 1	Tuesday
MARTIN LUTHER KING DAY	January 21	Monday
PRESIDENTS' DAY	February 18	Monday
LINCOLN'S BIRTHDAY	February 19	Tuesday
SPRING RECESS	April 1 – April 5	
BOARD APPROVED HOLIDAY	April 5	Friday
MEMORIAL DAY	May 27	Monday

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

**FOUNTAIN VALLEY SCHOOL DISTRICT  
PERSONNEL**

TO: ALL CERTIFICATED EMPLOYEES  
FROM: Cathie Abdel, Executive Director, Personnel  
SUBJECT: **2012-2013 Calendar of Modified Days and Staff Development Days**  
DATE: May 2, 2012

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Please be advised of the following designations for modified day for the **2012-13** School Year.

August

30 Staff Development

September

6 Individual Planning  
13 Back-to-School K-5/Teacher Planning 6-8  
20 Back-to-School 6-8/Teacher Planning K-5  
27 Site Planning

February

7 Teacher Planning  
14 Site Planning  
21 Furlough #3  
28 Site Planning

October

4 Individual Planning  
11 Site Planning  
18 Teacher Planning/Special Ed  
25 Site Planning  
29-31 Parent Conferences

March

7 Individual Planning  
14 Site Planning/Special Ed  
21 Open House 6-8/Teacher Planning K-5  
26-28 Parent Conferences

November

1-2 Parent Conferences  
8 Site Planning  
15 Teacher Planning  
29 Site Planning

April

11 Teacher Planning  
18 Open House K-5/Teacher Planning 6-8  
25 Site Planning

December

6 Teacher Planning  
13 Site Planning  
20 Individual Planning

May

2 Individual Planning  
9 Site Planning  
16 Teacher Planning  
23 Site Planning  
28 FVEA Association Modified Day  
30 Site Planning/Special Ed

January

10 Teacher Planning  
17 Site Planning  
24 Teacher Planning/Special Ed  
31 Site Planning

June

6 Site Planning  
13 Site Planning  
17-19 Teacher Planning

**Teacher Planning**

Teacher remains on campus for the purpose of lesson planning, classroom management duties, progress/report card preparation, etc. Grade level and/or department meetings may be held when necessary.

**Site Planning**

Principal/District staff development or site meetings.

- **Week of October 22<sup>nd</sup> Send progress reports home.**
- **Week of December 10<sup>th</sup> – Send report cards home.**
- **Week of February 4<sup>th</sup> – Send progress reports home.**
- **Week of March 25<sup>th</sup> – Send report cards home.**
- **Week of May 13<sup>th</sup> –Send progress reports home.**
- **June 19<sup>th</sup> –K-5 Report cards send home, 6-8 report cards mailed home.**

# FOUNTAIN VALLEY SCHOOL DISTRICT

## CERTIFICATED SALARY SCHEDULE 2012-2013(180 Days)

STEP	COLUMN S1	COLUMN S2	COLUMN I	COLUMN II	COLUMN III
	BA	BA + 15	BA + 30	MA or BA +45	BA + 60
1	39,839	42,641	45,412	48,213	51,001
2	41,455	44,821	47,808	50,714	53,595
3	43,821	47,011	50,193	53,196	56,191
4	46,012	49,199	52,591	55,690	58,795
5	47,808	51,393	54,982	58,180	61,393
6	49,805	53,592	57,367	60,673	63,995
7	51,779	55,783	59,756	63,166	66,581
8			62,153	65,916	69,201
9			64,546	68,144	71,797
10			66,929	70,637	74,395
11					76,996
12				73,107	79,674
15				75,667	83,948
18					86,891
21					88,233
24					90,898

Board Approved: \_\_\_\_\_  
Effective Date: 07-01-2012

**Hourly Rate \$26.81**

**FOUNTAIN VALLEY SCHOOL DISTRICT**  
**CERTIFICATED MANAGEMENT SALARY SCHEDULE**  
**PSYCHOLOGISTS**  
**2012-2013**

<b>RANGE</b>	<b>STEP A</b>	<b>STEP B</b>	<b>STEP C</b>	<b>STEP D</b>	<b>STEP E</b>	<b>STEP F</b>
<b>A</b>	<b>77,122</b>	<b>83,074</b>	<b>89,002</b>	<b>95,230</b>	<b>100,028</b>	<b>105,032</b>
<b>B</b>	<b>39,154</b>					

RANGE A     Psychologist   (187 Days)

RANGE B     Psychologist Intern   (187 Days)

NOTE:   Step advancement is contingent upon serving at least 75% of the previous year. An additional \$500 on an annual basis is awarded to an earned doctorate. Following the 5<sup>th</sup>, 10<sup>th</sup>, 15<sup>th</sup>, 20<sup>th</sup>, 25<sup>th</sup>, 30<sup>th</sup> and 35<sup>th</sup> year of employment in the District, a cumulative stipend in the amount of \$500, not to exceed \$3,500 in the 35<sup>th</sup> year, is awarded.

*Board Approved:* \_\_\_\_\_  
*Effective Date:* 07-01-2012

**FOUNTAIN VALLEY SCHOOL DISTRICT**  
**CERTIFICATED SALARY SCHEDULE 2012-2013**

**Speech and Language 190 Days**

STEP	COLUMN S1	COLUMN S2	COLUMN I	COLUMN II	COLUMN III
	BA	BA + 15	BA + 30	MA or BA +45	BA + 60
1	42,053	45,010	47,934	50,892	53,835
2	43,757	47,311	50,465	53,532	56,572
3	46,256	49,623	52,982	56,151	59,313
4	48,569	51,932	55,513	58,783	62,061
5	50,465	54,248	58,036	61,413	64,804
6	52,571	56,569	60,555	64,043	67,550
7	54,656	58,882	63,075	66,675	70,280
8			65,607	69,578	73,045
9			68,132	71,930	75,785
10			70,647	74,562	78,528
11					81,273
12				77,169	84,100
15				79,872	88,612
18					91,719
21					93,134
24					95,947

Board Approved: \_\_\_\_\_  
Effective Date: 07-01-2012

**Hourly Rate \$26.81**

**FOUNTAIN VALLEY SCHOOL DISTRICT**

**CERTIFICATED MANAGEMENT SALARY SCHEDULE**

**2012-2013**

<b>RANGE</b>	<b>STEP A</b>	<b>STEP B</b>	<b>STEP C</b>	<b>STEP D</b>	<b>STEP E</b>	<b>STEP F</b>
<b>15</b>	<b>86,882</b>	<b>91,226</b>	<b>95,786</b>	<b>100,576</b>	<b>105,605</b>	<b>110,885</b>
<b>16</b>	<b>91,165</b>	<b>95,722</b>	<b>100,509</b>	<b>105,535</b>	<b>110,810</b>	<b>116,352</b>
<b>17</b>	<b>94,726</b>	<b>99,463</b>	<b>104,436</b>	<b>109,657</b>	<b>115,141</b>	<b>120,898</b>
<b>18</b>	<b>97,091</b>	<b>101,945</b>	<b>107,044</b>	<b>112,395</b>	<b>118,015</b>	<b>123,916</b>
<b>18A</b>	<b>98,575</b>	<b>103,504</b>	<b>108,678</b>	<b>114,114</b>	<b>119,817</b>	<b>125,809</b>
<b>19</b>	<b>103,504</b>	<b>108,678</b>	<b>114,114</b>	<b>119,817</b>	<b>125,808</b>	<b>132,100</b>

**RANGE 15     Assistant Principal; Science Coordinator, Program Specialist, Autism Specialist (205 Days)**

**RANGE 17     Elementary Principal (205 Days)**

**RANGE 18     Middle School Principal (210 Days)**

**RANGE 18A    Director, Support Services; Director, Assessment/Accountability (241 Days)**

**RANGE 19     Executive Director, Personnel, (241 Days)**

**NOTE:**            Step advancement is contingent upon serving at least 50% of the previous year. An additional \$3,000 on an annual basis is awarded to an earned doctorate. Following the 5<sup>th</sup>, 10<sup>th</sup>, 15<sup>th</sup>, 20<sup>th</sup>, 25<sup>th</sup>, 30<sup>th</sup> and 35<sup>th</sup> year of employment (including outside and in the District), a cumulative stipend in the amount of \$500, not to exceed \$3,500 in the 35<sup>th</sup> year is awarded.

*Board Approved:* \_\_\_\_\_  
*Effective Date:*    07-01-2012

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 Instruction for further consideration and approval in accordance with Board Policy 3290, Donations to School District.

SCHOOL RECEIVING DONATION: Cox Elementary

NAME OF DONOR: Cox PTO

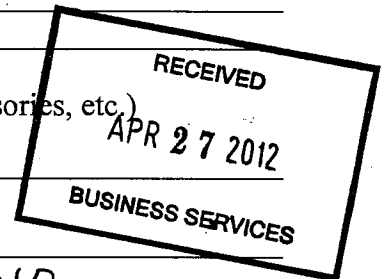
DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)

CR #1391 \$ 196.11

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: 010320000-8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 0100132324310

INTENDED USE: (State how this will be used) PE Equipment

REVIEWED: [Signature] APPROVED/DISAPPROVED: 4/26/12  
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 4/27/12  
Assistant Superintendent Date  
Business/Administration

REVIEWED: \_\_\_\_\_ APPROVED/DISAPPROVED: \_\_\_\_\_  
Assistant Superintendent Date  
Instruction

BOARD APPROVAL DATE: 5/17/12



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 Instruction for further consideration and approval in accordance with Board Policy 3290, Donations to School District.

SCHOOL RECEIVING DONATION: Cox Elementary

NAME OF DONOR: Cox PTO

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

CR #1394 \$ 239.06

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: 010320000 -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 0100132324310

INTENDED USE: (State how this will be used) paper supplies for PTO

REVIEWED: [Signature] APPROVED/DISAPPROVED: 4/26/12  
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 4/27/12  
Assistant Superintendent Date  
Business/Administration

REVIEWED: \_\_\_\_\_ APPROVED/DISAPPROVED: \_\_\_\_\_  
Assistant Superintendent Date  
Instruction

BOARD APPROVAL DATE: 5/17/12

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 Instruction for further consideration and approval in accordance with Board Policy 3290, Donations to School District.

SCHOOL RECEIVING DONATION: Cox Elementary

NAME OF DONOR: Cox PTO

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

CK #1392 \$ 224.65

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

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

RECEIVED

APR 27 2012

BUSINESS SERVICES

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

REVENUE ACCT: 010320000-8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 0100132324310

INTENDED USE: (State how this will be used) principals incentives

REVIEWED: [Signature]  
Principal/Department Head

APPROVED/DISAPPROVED: 4/26/12

REVIEWED: [Signature]  
Assistant Superintendent  
Business/Administration

APPROVED/DISAPPROVED: 4/27/12  
Date

REVIEWED: \_\_\_\_\_  
Assistant Superintendent  
Instruction

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

BOARD APPROVAL DATE: 5/17/12

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 Instruction for further consideration and approval in accordance with Board Policy 3290, Donations to School District.

SCHOOL RECEIVING DONATION: Cox Elementary

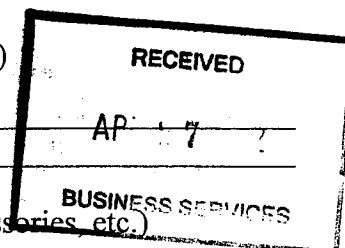
NAME OF DONOR: Cox PTO

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

#1390 \$ 344.52

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

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



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

REVENUE ACCT: 01032 0000 -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 01001 32324310

INTENDED USE: (State how this will be used) child care for PTO meetings

REVIEWED: [Signature] APPROVED/DISAPPROVED: 4/26/12  
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 4/29/12  
Assistant Superintendent Date  
Business/Administration

REVIEWED: \_\_\_\_\_ APPROVED/DISAPPROVED: \_\_\_\_\_  
Assistant Superintendent Date  
Instruction

BOARD APPROVAL DATE: 5/17/12

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 Instruction for further consideration and approval in accordance with Board Policy 3290, Donations to School District.

SCHOOL RECEIVING DONATION: Fulton

NAME OF DONOR: Fulton PTA

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

\$ 2,266.20

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

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



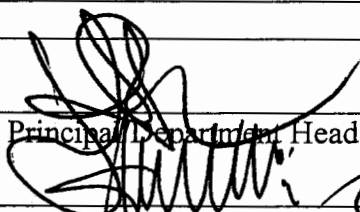
ESTIMATED COST OF ANNUAL UPKEEP: (Electricity, special supplies, accessories, etc.)

REVENUE ACCT: 0129000-8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: : 010142989 - 1115 - \$2,000, 3601 - \$40.00  
3313 - \$29.00, 3101 - \$165.00, 3501 - \$32.20

INTENDED USE: (State how this will be used ) Activities director & 8<sup>th</sup> gr. Coordinator Stipend/  
Benefits

REVIEWED:

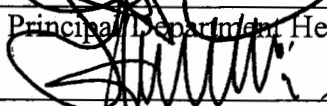
  
Principal/Department Head

APPROVED/DISAPPROVED:

5.1.12

Date

REVIEWED:

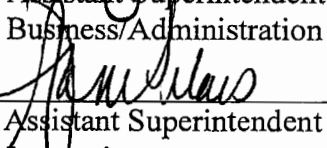
  
Assistant Superintendent  
Business/Administration

APPROVED/DISAPPROVED:

5-3-12

Date

REVIEWED:

  
Assistant Superintendent  
Instruction

APPROVED/DISAPPROVED:

5/3/12

Date

BOARD APPROVAL DATE: 5-17-12

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 Instruction for further consideration and approval in accordance with Board Policy 3290, Donations to School District.

SCHOOL RECEIVING DONATION: Fulton

NAME OF DONOR: Fulton PTA

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

\$ 2,921.08

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

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

RECEIVED

APR 24 2012

BUSINESS SERVICES

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

REVENUE ACCT: 0129000-8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: : 010142989 - 5811

INTENDED USE: (State how this will be used ) 8<sup>th</sup> Grade Catalina Chartered Bus Charges

REVIEWED:

[Signature]  
Principal/Department Head

APPROVED/DISAPPROVED: 4/17/12

Date

REVIEWED:

[Signature]  
Assistant Superintendent  
Business/Administration

APPROVED/DISAPPROVED: 4/24/12

Date

REVIEWED:

[Signature]  
Assistant Superintendent  
Instruction

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

Date

BOARD APPROVAL DATE: 5/17/12

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 Instruction for further consideration and approval in accordance with Board Policy 3290, Donations to School District.

SCHOOL RECEIVING DONATION: Fulton

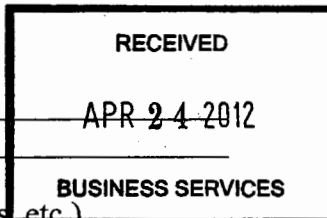
NAME OF DONOR: Fulton PTA

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.)

\$ 1,265.88

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: : 010142989 - 4310

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

REVIEWED:

[Signature]  
Principal/Department Head

APPROVED/DISAPPROVED: 4/17/12

Date

REVIEWED:

[Signature]  
Assistant Superintendent  
Business/Administration

APPROVED/DISAPPROVED: 4/24/12

Date

REVIEWED:

[Signature]  
Assistant Superintendent  
Instruction

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

Date

BOARD APPROVAL DATE: 5/17/12

FOUNTAIN VALLEY SCHOOL DISTRICT  
**DONATION ACCEPTANCE FORM**

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Oka

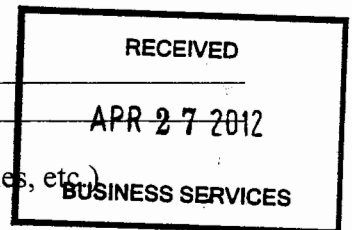
NAME OF DONOR: Oka PTO

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.)  
Check #5047 in the amount of \$230

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: 010013737 -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE:

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

REVIEWED: [Signature] APPROVED/DISAPPROVED: 2/29/2012  
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 4/21/12  
Assistant Superintendent Business/Administration Date

REVIEWED: \_\_\_\_\_ APPROVED/DISAPPROVED: \_\_\_\_\_  
Assistant Superintendent Instruction Date

BOARD APPROVAL DATE: 5/11/12

FOUNTAIN VALLEY SCHOOL DISTRICT  
**DONATION ACCEPTANCE FORM**

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Plaven Elementary

NAME OF DONOR: Misc. Plaven Parents

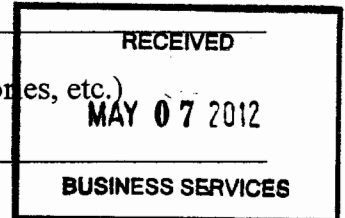
DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)

2 personal checks from parents for Plaven Auction  
\$40.00

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: 014 00000 -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 010014089 4310

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

REVIEWED: [Signature] APPROVED/DISAPPROVED: 5-1-2012  
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 5/7/12  
Assistant Superintendent Date  
Business/Administration

REVIEWED: \_\_\_\_\_ APPROVED/DISAPPROVED: \_\_\_\_\_  
Assistant Superintendent Date  
Instruction

BOARD APPROVAL DATE: 5/11/12



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 Instruction for further consideration and approval in accordance with Board Policy 3290, Donations to School District.

SCHOOL RECEIVING DONATION: Plavan Elementary

NAME OF DONOR: Multiple Plavan Parents

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.)

3 personal checks payable to FVSD from "Plavan Auction"  
Total \$150.00

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

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

RECEIVED

APR 24 2012

BUSINESS SERVICES

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

REVENUE ACCT: 014 00000 -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 01 001 40894310

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

REVIEWED: [Signature] APPROVED/DISAPPROVED: 4-23-2012  
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 4/24/12  
Assistant Superintendent Date  
Business/Administration

REVIEWED: \_\_\_\_\_ APPROVED/DISAPPROVED: \_\_\_\_\_  
Assistant Superintendent Date  
Instruction

BOARD APPROVAL DATE: 5/17/12

FOUNTAIN VALLEY SCHOOL DISTRICT  
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Plavan Elementary

NAME OF DONOR: Misc. Parents - Plavan Auction

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 Cash

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

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

RECEIVED

APR 24 2012

BUSINESS SERVICES

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

REVENUE ACCT: 014 00000 -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 01001 4089 4310

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

REVIEWED: [Signature]  
Principal/Department Head

APPROVED/DISAPPROVED: 4-23-2012  
Date

REVIEWED: [Signature]  
Assistant Superintendent  
Business/Administration

APPROVED/DISAPPROVED: 4/24/12  
Date

REVIEWED: \_\_\_\_\_  
Assistant Superintendent  
Instruction

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

BOARD APPROVAL DATE: 3/17/12

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.)  
\$2,000.00

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

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

RECEIVED

APR 24 2012

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

REVENUE ACCT: 010130000 -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: \$1923.00 010143889-1113 + benefits  
\$27.00 010143889-2113 + benefits

INTENDED USE: (State how this will be used ) Additional duty and benefits for after school clubs

REVIEWED:

[Signature]  
Principal/Department Head

APPROVED/DISAPPROVED:

4/23/12

Date

REVIEWED:

[Signature]  
Assistant Superintendent  
Business/Administration

APPROVED/DISAPPROVED:

4/24/12  
Date

REVIEWED:

[Signature]  
Assistant Superintendent  
Instruction

APPROVED/DISAPPROVED:

Date

BOARD APPROVAL DATE:

5/17/12

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 Instruction for further consideration and approval in accordance with Board Policy 3290, Donations to School District.

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.)  
\$679.86

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

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

RECEIVED

APR 24 2012

BUSINESS SERVICES

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

REVENUE ACCT: 010130000 -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: \$679.86 010143889-1114 + benefits

INTENDED USE: (State how this will be used ) Subs for Field Trips to the Planetarium and  
Long Beach Aquarium

REVIEWED: [Signature]  
Principal/Department Head

APPROVED/DISAPPROVED: 4/23/12  
Date

REVIEWED: [Signature]  
Assistant Superintendent  
Business/Administration

APPROVED/DISAPPROVED: 4/24/12  
Date

REVIEWED: \_\_\_\_\_  
Assistant Superintendent  
Instruction

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

BOARD APPROVAL DATE: 5/17/12

## FOUNTAIN VALLEY SCHOOL DISTRICT

TO: STEVE McMAHON  
FROM: MARTHA LOCKWOOD  
SUBJECT: WARRANT LISTING BOARD MEETING – MAY 17, 2012  
DATES 4/18/12 – 5/9/12  
WARRANT NUMBERS 58193 - 58466

01 GENERAL	\$	312,687.20
12 CHILD DEVELOPMENT	\$	12,016.71
13 CAFETERIA	\$	83,463.91
14 DEFERRED MAINTENANCE	\$	0
25 CAPITAL FACILITIES	\$	0
35 SCHOOL FACILITIES	\$	0
40 SPECIAL RESERVE	\$	91,483.06
68 WORKERS COMPENSATION	\$	55,893.97
69 INSURANCE	\$	334,956.04
TOTAL	\$	<b>890,500.89</b>

**FOUNTAIN VALLEY SD**  
**PURCHASE ORDER DETAIL REPORT**  
**BOARD OF TRUSTEES MEETING 05/17/2012**

**FROM 04/14/2012 TO 05/08/2012**

<b><u>PO NUMBER</u></b>	<b><u>VENDOR</u></b>	<b><u>PO TOTAL</u></b>	<b><u>ACCOUNT AMOUNT</u></b>	<b><u>ACCOUNT NUMBER</u></b>	<b><u>PSEUDO / OBJECT DESCRIPTION</u></b>
F20M4282	AMERICAN ENVIRONMENTAL SPECIAL	570.00	570.00	012869390 6230	Maintenance / Abatement - Category #1
F20M4283	BATTERY SYSTEMS	250.00	250.00	012919395 4349	Special Ed. Transportation / Transportation Supplies (only)
F20M4284	TIME AND ALARM SYSTEMS INC.	3,047.00	3,047.00	012879390 5899	Vandalism / Other Operating Expenses
F20M4285	CITY OF FOUNTAIN VALLEY	200.00	200.00	012879390 5899	Vandalism / Other Operating Expenses
F20M4286	TURF STAR INC.	100.00	100.00	012899390 4347	Gardening / Repair & Upkeep of Equipment
F20M4287	DIGITAL NETWORKS GROUP INC.	335.00	335.00	014869390 5899	STAR Building DO-Routine Maint / Other Operating
F20M4307	RELIABLE DELIVERY SERVICE INC.	220.00	220.00	120336098 4325	Extended School Administration / Office Supplies
F20M4310	DEWALT-PORTER CABLE-DELTA SERV	100.00	100.00	012869390 4345	Maintenance / Maintenance Supplies
F20M4311	WEST LITE SUPPLY CO INC	500.00	500.00	012869390 4345	Maintenance / Maintenance Supplies
F20M4312	GRILLO FILTER SALES	2,194.09	2,194.09	012869390 5899	Maintenance / Other Operating Expenses
F20M4313	WAXIE	312.00	312.00	133207380 4347	Cafeteria Fund / Repair & Upkeep of Equipment
F20M4314	LIGHTSPEED TECHNOLOGIES	220.00	220.00	012869390 4345	Maintenance / Maintenance Supplies
F20M4315	GRAINGER INC.	240.00	240.00	012899390 4343	Gardening / Gardening Supplies
F20M4316	GRAINGER INC.	75.00	75.00	682719470 4325	Workers Comp Admin / Office Supplies
F20M4317	HYDRO-SCAPE PRODUCTS INC	500.00	500.00	012899390 4343	Gardening / Gardening Supplies
F20M4318	FOUNTAIN VALLEY GLASS	154.82	154.82	012879390 4347	Vandalism / Repair & Upkeep of Equipment
F20M4319	SMARDEN SUPPLY COMPANY	1,300.00	1,300.00	012869390 4345	Maintenance / Maintenance Supplies
F20M4320	HOME DEPOT	325.00	325.00	014869390 5899	STAR Building DO-Routine Maint / Other Operating
F20M4321	EBERHARD EQUIPMENT	100.00	100.00	012899390 4343	Gardening / Gardening Supplies
F20R1157	PEARSON ASSESSMENTS	6,516.86	6,516.86	012299963 4310	Medi-Cal Billing-Psychologists / Instructional Supplies
F20R1175	OCSBA	140.00	140.00	012719166 5210	Board of Trustees / Travel, Conference, Workshop
F20R1176	CSBA	125.00	125.00	012719166 5210	Board of Trustees / Travel, Conference, Workshop
F20R1177	CDWG	98.00	98.00	012109078 4320	Tech/Media Office Operation / Computer Supplies
F20R1178	SCHOOL INNOVATIONS & ADVOCACY(	8,250.00	8,250.00	012849380 5813	Fiscal Services / Consultant

**FOUNTAIN VALLEY SD**  
**PURCHASE ORDER DETAIL REPORT**  
**BOARD OF TRUSTEES MEETING 05/17/2012**

**FROM 04/14/2012 TO 05/08/2012**

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
F20R1179	UNITED STATES POSTAL SERVICE	204.73	204.73	012719385 4335	Purchasing / Postage, Bulk Mail, Freight
F20R1180	CISI WORKSHOPS	190.00	190.00	010018255 5210	Title I - Instructional / Travel, Conference, Workshop
F20R1181	AXIOM ADVISORS AND CONSULTANTS	1,000.00	1,000.00	012338055 5899	Title III-LEP-Instructional / Other Operating Expenses
F20R1182	INSECT LORE PRODUCTS	53.88	53.88	120016198 4310	State Preschool Instructional / Instructional Supplies
F20R1183	ARIEL SUPPLY COMPUTER & BUSINE	32.27	32.27	012658155 4325	Assessment and Accountability / Office Supplies
F20R1184	TEACHERSTOREHOUSE.COM	70.04	70.04	120016498 4310	Child Dev Oka Preschool-Instr / Instructional Supplies
F20R1185	KEENAN & ASSOCIATES	2,143.49	2,143.49	012849380 5450	Fiscal Services / OTHER INSURANCE
F20R1186	CAPITAL ONE PUBLIC FUNDING LLC	90,175.56	90,175.56	408508792 7438	COP's Debt Service-STAR DO / DEBT SERVICE
F20R1187	STAPLES	150.00	150.00	010144949 4311	Sch Site Instr - Masuda / Elective Supplies
F20R1188	TARGET STORES	80.00	80.00	015643160 4310	Special Ed. - Gisler S&L / Instructional Supplies
F20R1189	SOCIAL THINKING PUBLISHING	264.20	59.66	010019961 4310	Medi-Cal Billing-Instructional / Instructional Supplies
			204.54	012299963 4310	Medi-Cal Billing-Psychologists / Instructional Supplies
F20R1190	ART STUDIO, THE	10,000.00	10,000.00	011699275 5813	Art Camp / Consultant
F20R1191	OFFICE DEPOT	65.97	51.98	012849380 4325	Fiscal Services / Office Supplies
			13.99	133207380 4325	Cafeteria Fund / Office Supplies
F20R1192	LUNCHBYTE SYSTEMS INC.	120.00	120.00	133207380 5210	Cafeteria Fund / Travel, Conference, Workshop
F20R1193	FOLLETT EDUCATIONAL SERVICES	3,989.88	3,989.88	016279078 4110	7156 Instructional Mat'l Fund / Basic Textbooks
F20R1194	TOYS R US	150.00	150.00	010019961 4310	Medi-Cal Billing-Instructional / Instructional Supplies
F20R1196	SCHOLASTIC MAGAZINE	1,677.72	1,677.72	012539962 4310	Tobacco-Use-OCDE Instructional / Instructional Supplies
F20R1197	ARIEL SUPPLY COMPUTER & BUSINE	496.75	270.29	012289961 4325	MAA - Administration / Office Supplies
			226.46	012539962 4310	Tobacco-Use-OCDE Instructional / Instructional Supplies
F20R1198	CHANNING BETE CO. INC.	764.59	764.59	012539962 4310	Tobacco-Use-OCDE Instructional / Instructional Supplies
F20R1199	FOLLETT EDUCATIONAL SERVICES	245.13	245.13	016279078 4110	7156 Instructional Mat'l Fund / Basic Textbooks
F20R1200	GIBSON HASBROUCK & ASSOCIATES	10,582.38	10,582.38	010118255 4310	Title I - Program Improvement / Instructional Supplies
F20R1201	TANDY LEATHER	258.17	258.17	010142929 4311	Sch Site Instr - Fulton / Elective Supplies

**FOUNTAIN VALLEY SD**  
**PURCHASE ORDER DETAIL REPORT**  
**BOARD OF TRUSTEES MEETING 05/17/2012**

**FROM 04/14/2012 TO 05/08/2012**

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
F20R1202	CONSTRUCTIVE PLAYTHINGS	107.75	107.75	120016198 4310	State Preschool Instructional / Instructional Supplies
F20R1203	HOUGHTON MIFFLIN HARCOURT	79.75	79.75	016279078 4110	7156 Instructional Mat'l Fund / Basic Textbooks
F20R1204	HOUGHTON MIFFLIN HARCOURT	79.75	79.75	016279078 4110	7156 Instructional Mat'l Fund / Basic Textbooks
F20R1205	HOUGHTON MIFFLIN HARCOURT	79.75	79.75	016279078 4110	7156 Instructional Mat'l Fund / Basic Textbooks
F20R1206	FOREST PLYWOOD SALES	617.75	617.75	010142929 4311	Sch Site Instr - Fulton / Elective Supplies
F20R1207	AARDVARK CLAY AND SUPPLY	100.00	100.00	010143838 4311	Sch Site Instr - Talbert / Elective Supplies
F20R1208	STAPLES	70.04	70.04	120016098 4310	Extended School Instructional / Instructional Supplies
F20R1209	TARGET STORES	538.75	538.75	120016098 4310	Extended School Instructional / Instructional Supplies
F20R1210	LAKESHORE LEARNING MATERIALS	215.50	215.50	120016098 4310	Extended School Instructional / Instructional Supplies
F20R1211	CLASSROOM SUPPLY MART	92.05	92.05	010013789 4310	Donations - Oka / Instructional Supplies
F20R1212	MACGILL FIRST AID	104.87	104.87	012734040 4327	Health Supplies - Plavan / Health Supplies
F20R1213	PELLETS	243.00	243.00	010143889 4310	Donations - Talbert / Instructional Supplies
F20R1214	CALIFORNIA WESTERN VISUALS	24,713.39	24,713.39	010303855 4410	EIA-Talbert / Fixed Assets
F20R1215	SCHOLASTIC CATALOG DEPT.	11,440.81	11,440.81	012338055 4310	Title III-LEP-Instructional / Instructional Supplies
F20R1216	SCANTRON	225.37	225.37	010011010 4310	Sch Site Instr - Tamura / Instructional Supplies
F20R1217	STAPLES	43.00	43.00	015511060 4310	Special Ed. - Tamura RSP / Instructional Supplies
F20R1218	DELL INC	940.38	940.38	012819771 4410	Personnel Commission / Fixed Assets
F20R1219	ENDLESS FOOD AND FUN	2,101.13	2,101.13	120016398 5812	ESP-Summer Camp Instructional / Admission Costs
F20R1220	CITY OF HUNTINGTON BEACH	161.63	161.63	120016398 5812	ESP-Summer Camp Instructional / Admission Costs
F20R1221	DOMINO'S PIZZA	720.00	720.00	133207380 4710	Cafeteria Fund / FOOD
F20R1222	GIBSON HASBROUCK & ASSOCIATES	2,358.88	2,358.88	010118255 4310	Title I - Program Improvement / Instructional Supplies
F20R1223	FEDEX OFFICE	1,018.24	1,018.24	012329275 4310	Title II-Teacher Quality / Instructional Supplies
F20R1224	BOOKSOURCE	145.14	145.14	011534075 4310	Cotsen Foundation - Plavan / Instructional Supplies
F20R1225	APPLE COMPUTER ORDER	24,887.00	24,887.00	010114955 4410	Title I - Masuda / Fixed Assets



**FOUNTAIN VALLEY SD**  
**PURCHASE ORDER DETAIL REPORT**  
**BOARD OF TRUSTEES MEETING 05/17/2012**

**FROM 04/14/2012 TO 05/08/2012**

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
F20R1226	STAPLES	150.00	150.00	010144949 4310	Sch Site Instr - Masuda / Instructional Supplies
F20R1227	STAPLES	150.00	150.00	010144949 4310	Sch Site Instr - Masuda / Instructional Supplies
F20R1228	CDWG	235.90	235.90	010014789 4399	PTA Donations - Courreges / Equipment Under \$500.00
F20R1229	BEST OF THE BEST PARTY RENTALS	2,950.00	2,950.00	010149380 4310	Promotion Activities / Instructional Supplies
F20R1230	STAPLES	124.38	124.38	010144949 4310	Sch Site Instr - Masuda / Instructional Supplies
F20R1231	SCHOOL NURSE SUPPLY INC	186.63	186.63	012732929 4327	Health Supplies - Fulton / Health Supplies
F20R1232	BARNES AND NOBLE	71.64	71.64	011534075 4310	Cotsen Foundation - Plavan / Instructional Supplies
F20R1233	CURRICULUM ASSOCIATES INC.	304.66	304.66	015514760 4310	Special Ed. - Courreges RSP / Instructional Supplies
F20R1234	JONES SCHOOL SUPPLY	264.44	264.44	010013789 4310	Donations - Oka / Instructional Supplies
F20R1235	TARGET STORES	200.00	200.00	010142929 4311	Sch Site Instr - Fulton / Elective Supplies
F20R1236	CDWG	756.15	756.15	010114955 4399	Title I - Masuda / Equipment Under \$500.00
F20R1237	FOUNTAIN VALLEY SCHOOL DISTRIC	1,227.29	1,227.29	012849380 5450	Fiscal Services / OTHER INSURANCE
F20R1238	NEOTERIC SOLUTION INC	58.47	58.47	010011010 4325	Sch Site Instr - Tamura / Office Supplies
F20R1239	INFORMED THERAPY RESOURCES LLC	217.32	217.32	012299963 4310	Medi-Cal Billing-Psychologists / Instructional Supplies
F20R1240	LAKESHORE LEARNING MATERIALS	293.04	293.04	012579860 4310	Fountain Valley Preschool-Inst / Instructional Supplies
F20R1241	NAESP	206.95	206.95	010142989 4310	Donations - Fulton / Instructional Supplies
F20R1243	APPLE COMPUTER ORDER	20,343.13	20,343.13	010303855 4410	EIA-Talbert / Fixed Assets
F20R1245	CREATEASKATE.ORG	1,000.00	1,000.00	010143838 4311	Sch Site Instr - Talbert / Elective Supplies
F20R1246	VAVRINEK TRINE DAY AND CO.	27,000.00	27,000.00	012159380 5810	Business - Legal Services / Audit
F20R1247	SAMS CLUB	35.00	35.00	012719385 5390	Purchasing / Dues and Membership Non Taxabl
F20R1249	APPLE COMPUTER ORDER	428.85	428.85	012289961 4399	MAA - Administration / Equipment Under \$500.00
F20R1250	CAROLINA BIO SUPPLY CO.	148.28	148.28	010144949 4310	Sch Site Instr - Masuda / Instructional Supplies
F20R1252	BARNES AND NOBLE	245.01	245.01	011534075 4310	Cotsen Foundation - Plavan / Instructional Supplies
F20R1253	CDWG	63.86	63.86	012658155 4325	Assessment and Accountability / Office Supplies

**FOUNTAIN VALLEY SD**  
**PURCHASE ORDER DETAIL REPORT**  
**BOARD OF TRUSTEES MEETING 05/17/2012**

**FROM 04/14/2012 TO 05/08/2012**

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
F20R1254	APPLE COMPUTER ORDER	5,039.41	5,039.41	012395098 4410	7395 Sch/Libr Imp Instr-DO / Fixed Assets
F20R1255	DELL INC	12,683.27	4,836.73 7,846.54	012109078 4410 016689380 6410	Tech/Media Office Operation / Fixed Assets 7394 TIIG Admin Tech-Operation /
F20R1256	CDWG	3,872.74	2,144.70 1,728.04	012395098 4399 016689380 4399	7395 Sch/Libr Imp Instr-DO / Equipment Under \$500.00 7394 TIIG Admin Tech-Operation / Equipment Under
F20R1257	BOOKSOURCE	476.97	476.97	011533175 4310	Cotsen Foundation - Gisler / Instructional Supplies
F20R1258	GREAT BOOKS FOUNDATION	247.07	247.07	011533175 4310	Cotsen Foundation - Gisler / Instructional Supplies
F20R1259	BARNES AND NOBLE	500.00	500.00	012623175 4310	EISS Grant - Gisler / Instructional Supplies
F20R1260	SCHOLASTIC CATALOG DEPT.	264.63	264.63	012623175 4310	EISS Grant - Gisler / Instructional Supplies
F20R1261	BOOKSOURCE	2,019.52	2,019.52	012623175 4310	EISS Grant - Gisler / Instructional Supplies
F20R1262	EXCELERATE SOFTWARE INC	800.00	800.00	016689380 5899	7394 TIIG Admin Tech-Operation / Other Operating
F20R1263	SEHI COMPUTER PRODUCTS	584.35	584.35	010308055 4399	EIA-Instruction / Equipment Under \$500.00
F20R1264	ELLISON ENTERPRISES INC.	81.43	81.43	010013789 4310	Donations - Oka / Instructional Supplies
F20R1265	FOLLETT LIBRARY RESOURCE	1,000.00	1,000.00	010303855 4310	EIA-Talbert / Instructional Supplies
F20R1266	CERTIFIED TRANSPORTATION BUS C	3,594.24	3,594.24	010013588 5811	ASB Donations Instr - Moiola / Transportation Outside
F20R1267	ORANGE COUNTY DEPARTMENT OF ED	325.00	325.00	012719275 5210	Curriculum/Instruction Office / Travel, Conference,
F20R1268	PCI-EDUCATIONAL PUB.	197.39	197.39	015102960 4310	Special Ed. - Fulton SDC / Instructional Supplies
F20R1269	ORANGE COUNTY DEPARTMENT OF ED	1,950.00	1,950.00	010114955 5210	Title I - Masuda / Travel, Conference, Workshop
F20R1271	ACORN MEDIA	1,678.78	1,678.78	010144949 4311	Sch Site Instr - Masuda / Elective Supplies
F20R1272	SAN DIEGO STATE UNIVERSITY FOU	600.00	600.00	016099275 5813	6761 Arts, Music & PE / Consultant
F20R1273	ILLUMINATE EDUCATION INC.	973.00	973.00	012395098 5210	7395 Sch/Libr Imp Instr-DO / Travel, Conference,
F20R1274	CITY OF WESTMINSTER	53.88	53.88	120016398 5812	ESP-Summer Camp Instructional / Admission Costs
F20R1275	BEACH WIRE & CABLE INC.	1,594.70	1,594.70	016689380 4320	7394 TIIG Admin Tech-Operation / Computer Supplies
F20R1276	TARGET STORES	107.75	107.75	120016098 4310	Extended School Instructional / Instructional Supplies

**FOUNTAIN VALLEY SD**  
**PURCHASE ORDER DETAIL REPORT**  
**BOARD OF TRUSTEES MEETING 05/17/2012**

**FROM 04/14/2012 TO 05/08/2012**

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
F20R1277	LAKESHORE LEARNING MATERIALS	53.88	53.88	120016098 4310	Extended School Instructional / Instructional Supplies
F20R1278	TOYS R US	107.75	107.75	120016098 4310	Extended School Instructional / Instructional Supplies
F20R1279	MIND RESEARCH INSTITUTE	120.00	120.00	010113255 5210	Title I - Cox / Travel, Conference, Workshop
F20R1280	ORANGE COUNTY DEPARTMENT OF ED	2,700.00	2,700.00	014036075 5210	Title II-Administrator Trainin / Travel, Conference,
F20R1281	TARGET STORES	107.75	107.75	015101660 4310	Special Ed. - Newland SDC / Instructional Supplies
F20R1283	LAKESHORE LEARNING MATERIALS	360.00	360.00	015513560 4310	Special Ed. - Moiola RSP / Instructional Supplies
F20R1284	ORANGE COUNTY DEPARTMENT OF ED	2,550.00	400.00	010160000 9330	Donations - Newland / PREPAID EXPENDITURES
			1,550.00	011000000 9330	Revenue Limit - State Revenues / PREPAID
			600.00	011499900 9330	FVEF Teacher Grants / PREPAID EXPENDITURES
F20R1285	SOUTHWEST SCHOOL AND OFFICE SU	107.75	107.75	015101660 4310	Special Ed. - Newland SDC / Instructional Supplies
F20R1286	APPLE COMPUTER ORDER	106.67	106.67	010011010 4310	Sch Site Instr - Tamura / Instructional Supplies
F20R1287	BEST BUY GOV LLC	900.00	900.00	012879390 4310	Vandalism / Instructional Supplies
F20R1288	BARNES AND NOBLE	90.02	90.02	011531076 4310	Cotsen Alumni Grant - Tamura / Instructional Supplies
F20R1290	CERTIFIED TRANSPORTATION BUS C	798.72	798.72	010013189 5811	Donations - Gisler / Transportation Outside Agency
F20S8049	P & R PAPER SUPPLY COMPANY	4,306.66	4,306.66	011000000 9320	Revenue Limit - State Revenues / STORES
F20S8050	WAXIE	4,971.21	4,971.21	011000000 9320	Revenue Limit - State Revenues / STORES
F20S8051	GRAINGER INDUSTRIAL SUPPLY	1,921.40	1,921.40	011000000 9320	Revenue Limit - State Revenues / STORES
	Fund 01 Total:	238,899.87			
	Fund 12 Total:	3,861.98			
	Fund 13 Total:	1,165.99			
	Fund 40 Total:	90,175.56			
	Fund 68 Total:	75.00			
	Total Amount of Purchase Orders:	334,178.40			

# FOUNTAIN VALLEY SD

## PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS

BOARD OF TRUSTEES

05/17/2012

FROM 04/14/2012 TO 05/08/2012

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>CHANGE AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
F20M4010	WESTCON ELEVATOR INC.	1,824.00	+524.00	014869390 5899	STAR Building DO-Routine Maint / Other Operating
F20M4019	ORCHARD SUPPLY	2,750.00	+500.00	012869390 4345	Maintenance / Maintenance Supplies
F20M4273	WEST LITE SUPPLY CO INC	609.59	+254.25	012869390 4345	Maintenance / Maintenance Supplies
F20M4305	SMARDEN SUPPLY COMPANY	528.13	+98.15	012869390 4345	Maintenance / Maintenance Supplies
F20R0083	SOUTHWEST SCHOOL AND OFFICE SU	2,250.00	+1,250.00	010014789 4310	PTA Donations - Courreges / Instructional Supplies
F20R0308	SOUTHWEST SCHOOL AND OFFICE SU	4,000.00	+1,000.00	010014040 4310	Sch Site Instr - Plavan / Instructional Supplies
F20R0333	RALPHS GROCERY COMPANY	7,500.00	+1,000.00	010142929 4311	Sch Site Instr - Fulton / Elective Supplies
F20R0364	SCHOOL SPECIALTY	1,750.00	+750.00	010144949 4311	Sch Site Instr - Masuda / Elective Supplies
F20R0370	BEST BEST & KRIEGER LLP	67,000.00	+17,000.00	015659860 5830	Special Ed. - Legal Services / Legal Fees
F20R0374	SOUTHWEST SCHOOL AND OFFICE SU	969.75	+161.62	010142929 4311	Sch Site Instr - Fulton / Elective Supplies
F20R0395	SMART & FINAL	1,550.00	+50.00	010144949 4311	Sch Site Instr - Masuda / Elective Supplies
F20R0397	SAMS CLUB	1,600.00	+100.00	010144949 4311	Sch Site Instr - Masuda / Elective Supplies
F20R0441	ARIEL SUPPLY COMPUTER & BUSINE	1,000.00	+500.00	012719470 4325	Personnel Department / Office Supplies
F20R0468	TARGET STORES	350.00	+200.00	010144949 4311	Sch Site Instr - Masuda / Elective Supplies
F20R0761	SAMS CLUB	90.00	+15.00	010144949 4310	Sch Site Instr - Masuda / Instructional Supplies
F20R1073	HOME DEPOT	350.00	+50.00	012849380 4337	Fiscal Services / Food Supplies Instr Purposes
F20R1163	LAKESHORE LEARNING MATERIALS	98.03	+49.45	010019961 4310	Medi-Cal Billing-Instructional / Instructional Supplies
F20R1166	STAPLES	754.24	-98.00	012739963 4410	Medi-Cal Billing-Health Serv. / Fixed Assets
F20R1168	LAKESHORE LEARNING MATERIALS	800.00	+300.00	010269275 4310	School Readiness Kinder Admin / Instructional Supplies
F20R1171	DELL INC	11,068.71	-11,206.82	010114955 4310	Title I - Masuda / Instructional Supplies
			+11,068.71	010114955 4410	Title I - Masuda / Fixed Assets
<b>Fund 01 Total:</b>			<b>23,566.36</b>		
<b>Total Amount of Change Orders:</b>			<b>23,566.36</b>		

# FOUNTAIN VALLEY SD

Reference #:

## Transfer of Funds

2012 53

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

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

<b>Object</b>	<b>Description</b>	<b>FROM</b>	<b>TO</b>
1100	TEACHERS' SALARIES	12,731.00	14,242.00
2100	INSTRUCTIONAL AIDES' SALARIES		500.00
2400	CLERICAL & OFFICE SALARIES		1,149.00
2900	OTHER CLASSIFIED SALARIES		2,781.00
3101	STRS-CERTIFICATED POSITIONS	94.00	1,249.00
3201	PERS-CERTIFICATED		11.00
3202	PERS-CLASSIFIED		55.00
3313	MEDICARE-CERTIFICATED	8.00	196.00
3314	MEDICARE-CLASSIFIED		64.00
3353	ARP-CERTIFICATED		4.00
3354	ALTERNATIVE RETIRE-CLASSIFIED		36.00
3355	OASDI-CERTIFICATED		7.00
3356	OASDI-CLASSIFIED		102.00
3401	HEALTH & WELFARE-CERTIFICATED	2,010.00	
3501	SUI-CERTIFICATED	12.00	227.00
3502	SUI-CLASSIFIED		71.00
3601	WORKERS'COMP-CERTIFICATED	16.00	283.00
3602	WORKERS'COMP-CLASSIFIED		65.00
3801	PERS REDUCTION-CERTIFICATED		3.00
3802	PERS REDUCTION-CLASSIFIED		34.00
4300	MATERIALS & SUPPLIES	5,180.00	3,106.00
5200	TRAVEL & CONFERENCES	430.00	515.00
5800	PROF/CONS SERV & OPER EXPENSE	4,944.00	3,823.00
7439	DS/Other Debt Service Payments	7,164.00	
9790	UNASSIGNED/UNAPPROPRIATED	5,108.00	9,174.00
<b>Subfund Total:</b>		<b>37,697.00</b>	<b>37,697.00</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 17, 2012.

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

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

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

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

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

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

# FOUNTAIN VALLEY SD

Reference #:

## Transfer of Funds

2012 54

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

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

Object	Description	FROM	TO
2100	INSTRUCTIONAL AIDES' SALARIES		5,258.00
2200	CLASSIFIED SUPPORT		2,261.00
3202	PERS-CLASSIFIED		574.00
3314	MEDICARE-CLASSIFIED		109.00
3354	ALTERNATIVE RETIRE-CLASSIFIED		233.00
3356	OASDI-CLASSIFIED		326.00
3502	SUI-CLASSIFIED		121.00
3602	WORKERS'COMP-CLASSIFIED		150.00
3802	PERS REDUCTION-CLASSIFIED		110.00
5800	PROF/CONS SERV & OPER EXPENSE	3,994.00	
7350	TRANSFER INDIRECT COST IFT	2,540.00	
9740	RESTRICTED BALANCE	2,608.00	
<b>Subfund Total:</b>		<b>9,142.00</b>	<b>9,142.00</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 17, 2012.

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

2012 55

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

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

Object	Description	FROM	TO
4200	BOOKS OTHER THAN TEXTBOOKS		361.00
4300	MATERIALS & SUPPLIES		484.00
4400	NONCAPITALIZATION EQUIPMENT		13,750.00
5600	RENTALS,LEASES AND REPAIRS		3,104.00
5800	PROF/CONS SERV & OPER EXPENSE		2,050.00
7350	TRANSFER INDIRECT COST IFT	2,599.00	2,540.00
7439	DS/Other Debt Service Payments		19,038.00
8300	STATE INCOME		6,017.00
8400	STATE INCOME		215,008.00
8600	LOCAL INCOME	500.00	19,749.00
9740	RESTRICTED BALANCE	500.00	
9790	UNASSIGNED/UNAPPROPRIATED	21,578.00	223,624.00
<b>Subfund Total:</b>		<b>25,177.00</b>	<b>505,725.00</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 17, 2012.

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

2012 56

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

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

Object	Description	FROM	TO
1200	CERTIFICATED PUPIL SUPPORT		381.00
2100	INSTRUCTIONAL AIDES' SALARIES	170,362.00	29,842.00
2200	CLASSIFIED SUPPORT	7,969.00	5,708.00
2300	SUPERVISION AND ADMINSTRATOR		640.00
2400	CLERICAL & OFFICE SALARIES	554.00	
3202	PERS-CLASSIFIED	14,717.00	286.00
3313	MEDICARE-CERTIFICATED		6.00
3314	MEDICARE-CLASSIFIED	2,270.00	193.00
3353	ARP-CERTIFICATED		81.00
3354	ALTERNATIVE RETIRE-CLASSIFIED	172.00	1,055.00
3356	OASDI-CLASSIFIED	9,168.00	798.00
3501	SUI-CERTIFICATED		6.00
3502	SUI-CLASSIFIED	2,524.00	216.00
3601	WORKERS'COMP-CERTIFICATED		7.00
3602	WORKERS'COMP-CLASSIFIED	3,028.00	268.00
3802	PERS REDUCTION-CLASSIFIED	3,206.00	55.00
4300	MATERIALS & SUPPLIES		10,000.00
5800	PROF/CONS SERV & OPER EXPENSE	440.00	3,944.00
5900	COMMUNICATIONS	88.00	
7350	TRANSFER INDIRECT COST IFT	318.00	2,917.00
8500	STATE INCOME	6,715.00	
8600	LOCAL INCOME	1,500.00	33,785.00
9740	RESTRICTED BALANCE	8,000.00	191,983.00
<b>Subfund Total:</b>		<b>231,031.00</b>	<b>282,171.00</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 17, 2012.

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

2012 57

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

### **Fund: 1313 CAFETERIA FUND**

Object	Description	FROM	TO
2200	CLASSIFIED SUPPORT		3,693.00
2400	CLERICAL & OFFICE SALARIES		206.00
3202	PERS-CLASSIFIED		267.00
3314	MEDICARE-CLASSIFIED		56.00
3354	ALTERNATIVE RETIRE-CLASSIFIED		19.00
3356	OASDI-CLASSIFIED		152.00
3502	SUI-CLASSIFIED		62.00
3602	WORKERS'COMP-CLASSIFIED		78.00
3802	PERS REDUCTION-CLASSIFIED		51.00
5800	PROF/CONS SERV & OPER EXPENSE		85.00
8200	FEDERAL INCOME		16,663.00
8500	STATE INCOME		7,845.00
9740	RESTRICTED BALANCE		19,839.00
<b>Subfund Total:</b>		<b>0.00</b>	<b>49,016.00</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 17, 2012.

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

2012 58

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

### **Fund: 4040 SPECIAL RESERVE/C.O.P.**

Object	Description	FROM	TO
5800	PROF/CONS SERV & OPER EXPENSE		4,250.00
6200	BUILDING AND IMPROVE OF BLDGS	11,826.00	
8600	LOCAL INCOME	12,149.00	
9780	OTHER ASSIGNMENTS	4,573.00	
<b>Subfund Total:</b>		<b>28,548.00</b>	<b>4,250.00</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 17, 2012.

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

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

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

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

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

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









**FOUNTAIN VALLEY SCHOOL DISTRICT  
PERSONNEL**

**M E M O R A N D U M**

TO: Marc Ecker, Superintendent

FROM: Cathie Abdel, Executive Director, Personnel

SUBJECT: NOTICE OF LAYOFF FOR CLASSIFIED POSITIONS

DATE: May 9, 2012

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**BACKGROUND**

The preschool programs at Newland Elementary School have been experiencing a decline in number of preschool age students requiring Specialized Academic Instruction (i.e. Special Day Class) over the last few years. We are currently projected to start the 2012-2013 school year with less than 25 preschool age students at two locations: Newland and Plavan.

For the 2012-2013, the preschool program at Newland Elementary School will be reduced to one Special Day Class and one Blended Preschool program. This will result in a reduction of two SH/PH aide positions.

**POSITION IMPACTS**

<u>Classification</u>	<u>Site</u>	<u>Hours/week</u>
Instruction Asst., SH/PH	Newland	25
Instruction Asst., SH/PH	Newland	25

The effective date of these changes shall follow the required 45 day notice (July 6, 2012).

**RECOMMENDATION**

It is recommended that the Board of Trustees eliminate the services of the positions noted on the effective date as listed above.



# 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 Approval Date  
May 17, 2012

## Memorandum

**TO:** Anne Silavs, Assistant Superintendent, Instruction

**FROM:** Julianne Hoefer, Director, Assessment and Accountability

**DATE:** May 7, 2012

**SUBJECT:** Google Apps for Education Agreement

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### Background

In 2010 Fountain Valley School District applied for the domain name "fvsd.us" as an exploratory measure in the evaluation of the District email. For a variety of reasons, at that time it was decided not to transition from Microsoft Exchange to Google. This year, the decision was revisited because the email server has reached end of life and a decision needed to be made. Either purchase a new server and continue in the same manner or migrate to Google Apps. After much deliberation, it was decided to initiate the change. One of the significant benefits of Google Apps is that at the current time it is free for educational institutions. Fountain Valley School District has acquired 7,100 licenses enough for every student and staff member in the District. While we currently do not provide email accounts for students, it is an option in the future as we continue to strive to prepare students for 21<sup>st</sup> Century careers. An additional benefit is that users can access over 50 collaboration applications such as Google docs, Google calendar, Google video, and Google talk, from any location on virtually any Smart" device. Finally, one of the other benefits we look forward to is a reduction in workload for the IT staff, so that they can better support technology throughout the District.

### Recommendation:

It is recommended that the Google Apps for Education Agreement be approved by the Board of Trustees.





## Google Apps for Education Agreement

Go to the [Additional Terms](#) for services made available with the new accounts infrastructure

This Google Apps for Education Agreement (the "**Agreement**") is entered into by and between Google Inc. ("**Google**"), with offices at 1600 Amphitheatre Parkway, Mountain View, California 94043 and ENTER CUSTOMER'S FULL LEGAL NAME, with an address at ENTER CUSTOMER ADDRESS ("**Customer**"). This Agreement governs Customer's access to and use of the Services and will be effective as of the Effective Date.

### 1. **Services.**

- **1.1 Facilities and Data Transfer.** All facilities used to store and process Customer Data will adhere to reasonable security standards no less protective than the security standards at facilities where Google stores and processes its own information of a similar type. Google has implemented at least industry standard systems and procedures to ensure the security and confidentiality of Customer Data, protect against anticipated threats or hazards to the security or integrity of Customer Data, and protect against unauthorized access to or use of Customer Data. As part of providing the Services, Google may transfer, store and process Customer Data in the United States or any other country in which Google or its agents maintain facilities. By using the Services, Customer consents to this transfer, processing and storage of Customer Data.
- **1.2 Modifications.**
  - **a. To the Services.** Google may make commercially reasonable changes to the Services from time to time. If Google makes a material change to the Services, Google will inform Customer, provided that Customer has subscribed with Google to be informed about such material change.
  - **b. To URL Terms.** Google may make commercially reasonable changes to the URL Terms from time to time. If Google makes a material change to the URL Terms, will inform Customer by either sending an email to the Google Notification Email Address or alerting Customer via the Admin Console. If the change has a

material adverse impact on Customer and Customer does not agree to the change, Customer must so notify Google via the Help Center within thirty days after receiving notice of the change. If Customer notifies Google as required, then Customer will remain governed by the terms in effect immediately prior to the change until the end of the then-current Term. If the Services are renewed, they will be renewed under Google's then current URL Terms.

- **1.3 Aliases.** Customer is solely responsible for monitoring, responding to, and otherwise processing emails sent to the "abuse" and "postmaster" aliases for Customer Domain Names but Google may monitor emails sent to these aliases for Customer Domain Names to allow Google to identify Services abuse.
- **1.4 Ads.**
  - **a. Default.** The default setting for the Services is one that does not allow Google to serve Ads. Customer may change this setting in the Admin Console, which constitutes Customer's authorization for Google to serve Ads. If Customer enables the serving of Ads, it may revert to the default setting at any time and Google will cease serving Ads.
  - **b. Selectively Showing Ads.** Notwithstanding Section 1.4(a), if Customer separates different classifications of End Users by domain or Google provides the capability for Customer to show Ads only to particular sets of End Users within the same domain, then Customer must enable the serving of Ads to End Users who are alumni.
  - **c. Selectively Showing Ads.** If Customer chooses to separate different classifications of End Users by domain, then Customer must enable the serving of Ads to Alumni. If Google provides the capability for Customer to show Ads only to particular sets of End Users, then Customer must enable Google's serving of Ads to End Users who are not Students or Staff.
- **1.5 End User Accounts.** Customer is solely responsible for monitoring, responding to, and otherwise processing emails sent to the "abuse" and "postmaster" aliases for Customer Domain Names but Google may monitor emails sent to these aliases for Customer Domain Names to allow Google to identify Services abuse.

## 2. **Customer Obligations.**

- **2.1 Permitted Uses.** The Services are permitted for use only by (a) non-profit educational institutions and (b) other non-profit entities (as defined under the relevant state statutes) with 3,000 or less End User Accounts.
- **2.2 Compliance.** Customer will use the Services in accordance with the Acceptable Use Policy. Google may make new applications, features or functionality for the Services available from time to time, the use of which may be contingent upon Customer's agreement to additional terms. In addition, Google will make other Non-Google Apps Products (beyond the Services) available to Customer and its End Users in accordance with the Non-Google Apps Product Terms and the applicable product-specific Google terms of service. If Customer does not desire to enable any of the Non-Google Apps Products, Customer can enable or disable them at any time through the Admin Console.
- **2.3 Customer Administration of the Services.** Customer may specify one or more Administrators through the Admin Console who will have the rights to access Admin Account(s) and to administer the End User Accounts. Customer is responsible for: (a) maintaining the confidentiality of the password and Admin Account(s); (b) designating those individuals who are authorized to access the Admin Account(s); and (c) ensuring that all activities that occur in connection with the Admin Account(s) comply with the Agreement. Customer agrees that Google's responsibilities do not extend to the internal management or administration of the Services for Customer and that Google is merely a data-processor.
- **2.4 End User Consent.** Customer's Administrators may have the ability to access, monitor, use, or disclose data available to End Users within the End User Accounts. Customer will obtain and maintain all required consents from End Users to allow: (i) Customer's access, monitoring, use and disclosure of this data and Google providing Customer with the ability to do so and (ii) Google to provide the Services.
- **2.5 Unauthorized Use.** Customer will use commercially reasonable efforts to prevent unauthorized use of the Services and to terminate any unauthorized use. Customer will promptly notify Google of any unauthorized use of, or access to, the Services of which it becomes aware.

- **2.6 Restrictions on Use.** Unless Google specifically agrees in writing, Customer will not, and will use commercially reasonable efforts to make sure a third party does not: (a) sell, resell, lease, or the functional equivalent, the Services to a third party (unless expressly authorized in this Agreement); (b) attempt to reverse engineer the Services or any component; (c) attempt to create a substitute or similar service through use of, or access to, the Services; (d) use the Services for High Risk Activities; or (e) use the Services to store or transfer any Customer Data that is controlled for export under Export Control Laws.
- **2.7 Third Party Requests.** Customer is responsible for responding to Third Party Requests. Google will, to the extent allowed by law and by the terms of the Third Party Request: (a) promptly notify Customer of its receipt of a Third Party Request; (b) comply with Customer's reasonable requests regarding its efforts to oppose a Third Party Request; and (c) provide Customer with the information or tools required for Customer to respond to the Third Party Request. Customer will first seek to obtain the information required to respond to the Third Party Request on its own, and will contact Google only if it cannot reasonably obtain such information.

### **3. Technical Support Services.**

- **3.1 By Customer.** Customer will, at its own expense, respond to questions and complaints from End Users or third parties relating to Customers' or End Users' use of the Services. Customer will use commercially reasonable efforts to resolve support issues before escalating them to Google.
- **3.2 By Google.** If Customer cannot resolve a support issue consistent with the above, then Customer may escalate the issue to Google in accordance with the TSS Guidelines. Google will provide TSS to Customer in accordance with the TSS Guidelines.

### **4. Suspension.**

- **4.1 Of End User Accounts by Google** If Google becomes aware of an End User's violation of the Agreement, then Google may specifically request that Customer Suspend the applicable End User Account. If Customer fails to comply with Google's request to Suspend an End User Account, then Google may do so. The duration of any Suspension by Google will be until the applicable End User has cured the breach, which caused the Suspension.

- **4.2 Emergency Security Issues.** Notwithstanding the foregoing, if there is an Emergency Security Issue, then Google may automatically Suspend the offending use. Suspension will be to the minimum extent and of the minimum duration required to prevent or terminate the Emergency Security Issue. If Google Suspends an End User Account for any reason without prior notice to Customer, at Customer's request, Google will provide Customer the reason for the Suspension as soon as is reasonably possible.

5. **Confidential Information.**

- **5.1 Obligations.** Each party will: (a) protect the other party's Confidential Information with the same standard of care it uses to protect its own Confidential Information; and (b) not disclose the Confidential Information, except to Affiliates, employees and agents who need to know it and who have agreed in writing to keep it confidential. Each party (and any Affiliates, employees and agents to whom it has disclosed Confidential Information) may use Confidential Information only to exercise rights and fulfill its obligations under this Agreement, while using reasonable care to protect it. Each party is responsible for any actions of its Affiliates, employees and agents in violation of this Section.
- **5.2 Exceptions.** Confidential Information does not include information that: (a) the recipient of the Confidential Information already knew; (b) becomes public through no fault of the recipient; (c) was independently developed by the recipient; or (d) was rightfully given to the recipient by another party.
- **5.3 Required Disclosure.** Each party may disclose the other party's Confidential Information when required by law but only after it, if legally permissible: (a) uses commercially reasonable efforts to notify the other party; and (b) gives the other party the chance to challenge the disclosure.
- **5.4 FERPA** The parties acknowledge that (a) Customer Data may include personally identifiable information from education records that are subject to FERPA ("FERPA Records"); and (b) to the extent that Customer Data includes FERPA Records, Google will be considered a "School Official" (as that term is used in FERPA and its implementing regulations) and will comply with FERPA.

6. **Intellectual Property Rights; Brand Features.**

- **6.1 Intellectual Property Rights.** Except as expressly set forth herein, this Agreement does not grant either party any rights, implied or otherwise, to the other's content or any of the other's intellectual property. As between the parties, Customer owns all Intellectual Property Rights in Customer Data, and Google owns all Intellectual Property Rights in the Services.
- **6.2 Display of Brand Features.** Google may display only those Customer Brand Features authorized by Customer (such authorization is provided by Customer uploading its Brand Features into the Services), and only within designated areas of the Services Pages. Customer may specify the nature of this use using the Admin Console. Google may also display Google Brand Features on the Services Pages to indicate that Google provides the Services. Neither party may display or use the other party's Brand Features beyond what is allowed in this Agreement without the other party's prior written consent.
- **6.3 Brand Features Limitation.** Any use of a party's Brand Features will inure to the benefit of the party holding Intellectual Property Rights in those Brand Features. A party may revoke the other party's right to use its Brand Features pursuant to this Agreement with written notice to the other and a reasonable period to stop the use.

7. **Publicity.** Neither party may make any public statement regarding the relationship contemplated by this Agreement without the other party's prior written consent. Notwithstanding the foregoing, (a) Customer is permitted to state publicly that it is a customer of the Services, consistent with the Trademark Guidelines, and (b) Customer consents to Google's use of Customer's name in a general customer list, but only if Customer is not the only Customer appearing on the list. For clarification, Customer does not need to seek approval from Google if Customer is repeating a public statement that is substantially similar to a public statement that has been previously approved by Google in accordance with the provisions of this Agreement.

8. **Representations, Warranties and Disclaimers.**

- **8.1 Representations and Warranties.** Each party represents that it has full power and authority to enter into the Agreement. Each party warrants that it will comply with all laws and regulations applicable to its provision, or use, of the Services, as applicable (including applicable security breach notification law). Google warrants that it will provide the Services in accordance with the applicable SLA. Customer acknowledges and agrees that it is solely responsible for compliance with the Children's Online

Privacy Protection Act of 1998, including, but not limited to, obtaining parental consent concerning collection of students' personal information used in connection with the provisioning and use of the Services by the Customer and End Users.

- **8.2 Disclaimers.** TO THE FULLEST EXTENT PERMITTED BY APPLICABLE LAW, EXCEPT AS EXPRESSLY PROVIDED FOR HEREIN, NEITHER PARTY MAKES ANY OTHER WARRANTY OF ANY KIND, WHETHER EXPRESS, IMPLIED, STATUTORY OR OTHERWISE, INCLUDING WITHOUT LIMITATION WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR USE AND NONINFRINGEMENT. GOOGLE MAKES NO REPRESENTATIONS ABOUT ANY CONTENT OR INFORMATION MADE ACCESSIBLE BY OR THROUGH THE SERVICES. CUSTOMER ACKNOWLEDGES THAT THE SERVICES ARE NOT A TELEPHONY SERVICE AND THAT THE SERVICES ARE NOT CAPABLE OF PLACING OR RECEIVING ANY CALLS, INCLUDING EMERGENCY SERVICES CALLS, OVER PUBLICLY SWITCHED TELEPHONE NETWORKS. THE SERVICES ARE NEITHER DESIGNED NOR INTENDED FOR HIGH RISK ACTIVITIES.

**9. Term; No Fees.**

- **9.1 Term.** This Agreement will remain in effect for the Term.
- **9.2 Auto Renewal.** At the end of the Initial Term and each renewal term, the Services will automatically renew for an additional term of twelve months. If either party does not want the Services to renew, then it must notify the other party in writing at least 15 days prior to the end of the then current term. This notice of non-renewal will be effective upon the conclusion of the then current term.
- **9.3 No Fees.** During the Initial Term, Google will not charge Customer fees for the Services. Upon the parties' mutual written agreement, (a) Google may charge Customer fees for the Services after the Initial Term and (b) Google may charge Customer fees for a premium version of the Services or for optional functionality or enhancements that may be added to the Services by Google.
- **9.4 Services Use.** Customer has no obligation to use the Services and may cease using the Services at any time for any reason (or no reason).

## **10. Termination.**

- **10.1 Termination for Breach.** Either party may suspend performance or terminate this Agreement if: (i) the other party is in material breach of the Agreement and fails to cure that breach within thirty days after receipt of written notice; (ii) the other party ceases its business operations or becomes subject to insolvency proceedings and the proceedings are not dismissed within ninety days; or (iii) the other party is in material breach of this Agreement more than two times notwithstanding any cure of such breaches.
- **10.2 Other Termination.** Customer may terminate this Agreement for any reason (or no reason) with thirty days prior written notice to Google.
- **10.3 Effects of Termination.** If this Agreement terminates, then: (i) the rights granted by one party to the other will cease immediately (except as set forth in this Section); (ii) Google will provide Customer access to, and the ability to export, the Customer Data for a commercially reasonable period of time at Google's then-current rates, if applicable, for the Services; (iii) after a commercially reasonable period of time, Google will delete Customer Data by removing pointers to it on Google's active and replication servers and overwriting it over time; and (iv) upon request each party will promptly use commercially reasonable efforts to return or destroy all other Confidential Information of the other party.

## **11. Indemnification.**

- **11.1 By Google.** Google will indemnify, defend, and hold harmless Customer from and against all liabilities, damages, and costs (including settlement costs and reasonable attorneys' fees) arising out of a third party claim that Google's technology used to provide the Services or any Google Brand Feature infringe or misappropriate any patent, copyright, trade secret or trademark of such third party. Notwithstanding the foregoing, in no event shall Google have any obligations or liability under this Section arising from: (i) use of the Services or Google Brand Features in a modified form or in combination with materials not furnished by Google, and (ii) any content, information or data provided by Customer, End Users or other third parties.



- **11.2 Possible Infringement.**
  - a. Repair, Replace, or Modify. If Google reasonably believes the Services infringe a third party's Intellectual Property Rights, then Google will: (a) obtain the right for Customer, at Google's expense, to continue using the Services; (b) provide a non-infringing functionally equivalent replacement; or (c) modify the Services so that they no longer infringe.
  - b. Suspension or Termination. If Google does not believe the foregoing options are commercially reasonable, then Google may suspend or terminate Customer's use of the Services with a minimum of six months written notice to Customer, unless prohibited by a court of competent jurisdiction.
- **11.3 General.** Customer will promptly notify Google of the claim and cooperate with Google in defending the claim. Google has full control and authority over the defense, except that: (a) any settlement requiring Customer to admit liability or to pay any money will require Google's prior written consent, such consent not to be unreasonably withheld or delayed; and (b) Customer may join in the defense with its own counsel at its own expense. THE INDEMNITY ABOVE IS CUSTOMER'S ONLY REMEDY UNDER THIS AGREEMENT FOR VIOLATION BY GOOGLE OF A THIRD PARTY'S INTELLECTUAL PROPERTY RIGHTS.

## **12. Limitation of Liability.**

- **12.1 Limitation on Indirect Liability.** NEITHER PARTY WILL BE LIABLE UNDER THIS AGREEMENT FOR LOST REVENUES OR INDIRECT, SPECIAL, INCIDENTAL, CONSEQUENTIAL, EXEMPLARY, OR PUNITIVE DAMAGES, EVEN IF THE PARTY KNEW OR SHOULD HAVE KNOWN THAT SUCH DAMAGES WERE POSSIBLE AND EVEN IF DIRECT DAMAGES DO NOT SATISFY A REMEDY.
- **12.2 Limitation on Amount of Liability.** NEITHER PARTY MAY BE HELD LIABLE UNDER THIS AGREEMENT FOR MORE THAN THE AMOUNT PAID BY CUSTOMER TO GOOGLE DURING THE TWELVE MONTHS PRIOR TO THE EVENT GIVING RISE TO LIABILITY.
- **12.3 Exceptions to Limitations.** These limitations of liability apply to the fullest extent permitted by applicable law, but do not apply to breaches of confidentiality obligations, violations of a party's Intellectual Property Rights by the other party, or indemnification obligations.

### **13. Miscellaneous.**

- **13.1 Notices.** Unless specified otherwise herein: (a) all notices must be in writing and addressed to the attention of the other party's legal department and primary point of contact; and (b) notice will be deemed given: (i) when verified by written receipt if sent by personal courier, overnight courier, or when received if sent by mail without verification of receipt; or (ii) when verified by automated receipt or electronic logs if sent by facsimile or email.
- **13.2 Assignment.** Neither party may assign or transfer any part of this Agreement without the written consent of the other party, except to an Affiliate, but only if: (a) the assignee agrees in writing to be bound by the terms of this Agreement; and (b) the assigning party remains liable for obligations incurred under the Agreement prior to the assignment. Any other attempt to transfer or assign is void.
- **13.3 Change of Control.** Upon a change of control (for example, through a stock purchase or sale, merger, or other form of corporate transaction): (a) the party experiencing the change of control will provide written notice to the other party within thirty days after the change of control; and (b) the other party may immediately terminate this Agreement any time between the change of control and thirty days after it receives the written notice in subsection (a).
- **13.4 Force Majeure.** Neither party will be liable for inadequate performance to the extent caused by a condition (for example, natural disaster, act of war or terrorism, riot, labor condition, governmental action, and Internet disturbance) that was beyond the party's reasonable control.
- **13.5 No Waiver.** Failure to enforce any provision of this Agreement will not constitute a waiver.
- **13.6 Severability.** If any provision of this Agreement is found unenforceable, the balance of the Agreement will remain in full force and effect.
- **13.7 No Agency.** The parties are independent contractors, and this Agreement does not create an agency, partnership or joint venture.
- **13.8 No Third-Party Beneficiaries.** There are no third-party beneficiaries to this Agreement.
- **13.9 Equitable Relief.** Nothing in this Agreement will limit either party's ability to seek equitable relief.

- **13.10 Governing Law.**
  - **a. For State and City Government Entities.** If Customer is a city or state government entity, then the parties agree to remain silent regarding governing law and venue.
  - **b. For All other Entities.** If Customer is any entity not set forth in Section 13.10(a) then the following applies: This Agreement is governed by California law, excluding that state's choice of law rules. FOR ANY DISPUTE ARISING OUT OF OR RELATING TO THIS AGREEMENT, THE PARTIES CONSENT TO PERSONAL JURISDICTION IN, AND THE EXCLUSIVE VENUE OF, THE COURTS IN SANTA CLARA COUNTY, CALIFORNIA.
- **13.11 Amendments.** Any amendment must be in writing and expressly state that it is amending this Agreement.
- **13.12 Survival.** The following Sections will survive expiration or termination of this Agreement: 5 (Confidential Information), 7.1 (Intellectual Property Rights), 11.3 (Effects of Termination), 12 (Indemnification), 13 (Limitation of Liability), 14 (Miscellaneous) and 15 (Definitions).
- **13.13 Entire Agreement.** This Agreement, and all documents referenced herein, is the parties' entire agreement relating to its subject and supersedes any prior or contemporaneous agreements on that subject. If Customer is presented with a similar agreement on the same subject matter upon its log in to use the Services, this Agreement supersedes and replaces that agreement. The terms located at a URL and referenced in this Agreement are hereby incorporated by this reference.
- **13.14 Interpretation of Conflicting Terms.** If there is a conflict between this Agreement and the URL Terms, this Agreement will control.
- **13.15 Counterparts.** The parties may enter into this Agreement in counterparts, including facsimile, PDF or other electronic copies, which taken together will constitute one instrument.

#### **14. Definitions.**

- **"Acceptable Use Policy"** means the acceptable use policy for the Services available at [http://www.google.com/a/help/intl/en/admins/use\\_policy.html](http://www.google.com/a/help/intl/en/admins/use_policy.html) or such other URL as may be provided by Google.

- **"Admin Account(s)"** means the administrative account(s) provided to Customer by Google for the purpose of administering the Services. The use of the Admin Account(s) requires a password, which Google will provide to Customer.
- **"Admin Console"** means the online tool provided by Google to Customer for use in reporting and certain other administration functions.
- **"Administrators"** mean the Customer-designated technical personnel who administer the Services to End Users on Customer's behalf.
- **"Ads"** means online advertisements displayed by Google to End Users.
- **"Affiliate"** means any entity that directly or indirectly controls, is controlled by, or is under common control with a party.
- **"Agreement"** means this Google Apps for Education Agreement.
- **"Brand Features"** means the trade names, trademarks, service marks, logos, domain names, and other distinctive brand features of each party, respectively, as secured by such party from time to time.
- **"Confidential Information"** means information disclosed by a party to the other party under this Agreement that is marked as confidential or would normally be considered confidential under the circumstances. Customer Data is Customer's Confidential Information.
- **"Customer Data"** means data, including email, provided, generated, transmitted or displayed via the Services by Customer or End Users.
- **"Customer Domain Names"** means the following domain names owned or controlled by Customer, which will be used in connection with the Services: ENTER CUSTOMER ADDRESS. Customer may provide the Services to any of its sub-domains (for example, if Customer Domain Name is "edu.com", a sub-domain may include "alumni.edu.com") without written approval from Google.
- **"Effective Date"** means the date this Agreement is countersigned.
- **"Emergency Security Issue"** means either: (a) Customer's use of the Services in violation of the Acceptable Use Policy, which could disrupt: (i) the Services; (ii) other customers' use of the Services; or (iii) the Google network or servers used to provide the Services; or (b) unauthorized third party access to the Services.
- **"End Users"** means the individuals Customer permits to use the Services.
- **"End User Account"** means a Google-hosted account established by Customer through the Services for an End User.

- **"Export Control Laws"** means all applicable export and re-export control laws and regulations, including the Export Administration Regulations ("EAR") maintained by the U.S. Department of Commerce, trade and economic sanctions maintained by the Treasury Department's Office of Foreign Assets Control, and the International Traffic in Arms Regulations ("ITAR") maintained by the Department of State.
- **"FERPA"** means the Family Educational Rights and Privacy Act (20 U.S.C. 1232g) and the Family Educational Rights and Privacy Act Regulations (34 CFR Part 99), as amended or otherwise modified from time to time
- **"Help Center"** means the Google help center accessible at <http://www.google.com/support/> or other such URL as Google may provide.
- **"High Risk Activities"** means uses such as the operation of nuclear facilities, air traffic control, or life support systems, where the use or failure of the Services could lead to death, personal injury, or environmental damage.
- **"Intellectual Property Rights"** means current and future worldwide rights under patent law, copyright law, trade secret law, trademark law, moral rights law, and other similar rights.
- **"Initial Term"** means the term that begins on the Effective Date and continues for 1 year.
- **"Non-Google Apps Products"** means Google products which are not part of the Services, but which may be accessed by End Users using their End User Account login and password. The Non-Google Apps Products are set forth at the following URL:  
<http://www.google.com/support/a/bin/answer.py?hl=en&answer=181865>, or such other URL as Google may provide.
- **"Non-Google Apps Product Terms"** means the terms found at the following URL:  
[http://www.google.com/apps/intl/en/terms/additional\\_services.html](http://www.google.com/apps/intl/en/terms/additional_services.html), or such other URL as Google may provide from time to time.
- **"Notification Email Address"** means the email address designated by Customer to receive email notifications from Google. Customer may change this email address through the Admin Console.

- "**Service Pages**" mean the web pages displaying the Services to End Users.
- "**Service**" means the Google Apps for Education Services provided by Google and used by Customer under this Agreement. The Services are described here:  
[http://www.google.com/a/help/intl/en/users/user\\_features.html](http://www.google.com/a/help/intl/en/users/user_features.html), or such other URL as Google may provide.
- "**SLA**" means the Services Level Agreement located here:  
<http://www.google.com/a/help/intl/en/admins/sla.html> or other such URL as Google may provide.
- "**Suspend**" means the immediate disabling of access to the Service, or components of the Service, as applicable, to prevent further use of the Service.
- "**Term**" means the term of this Agreement, which begins on the Effective Date and continues until the earlier of: (a) the end of the applicable term for the Services or (b) the Agreement is terminated as set forth herein.
- "**Trademark Guidelines**" means Google's Guidelines for Third Party Use of Google Brand Features, located at the following URL:  
<http://www.google.com/permissions/guidelines.html>, or other such URL as Google may provide.
- "**Third Party Request**" means a request from a third party for records relating to an End User's use of the Services. Third Party Requests can be a lawful search warrant, court order, subpoena, other valid legal order, or written consent from the End User permitting the disclosure.
- "**TSS**" means the technical support services provided by Google to the Administrators during the Term pursuant to the TSS Guidelines.
- "**TSS Guidelines**" means Google's technical support services guidelines then in effect for the applicable Services. TSS Guidelines are at the following URLs: <http://www.google.com/a/help/intl/en/admins/tssg.html> or such other URL as Google may provide.
- "**URL Terms**" means the Acceptable Use Policy, the SLA, and the TSS Guidelines.



## Additional Terms for Use of Additional Services

You are signing up for or have previously entered into a Google Apps agreement ("**Google Apps Agreement**") for Services (as defined under the terms of your Google Apps Agreement) between the entity that signs up for (or has agreed to) the Google Apps Agreement ("**Customer**") and Google Inc., Google Ireland Limited or Google Asia Pacific Pte. Ltd. (as may be applicable, "**Google**"). Google may make more Google applications (beyond the Services) available from time to time through the control panel for the customer domain ("**Additional Services**"). By using such Additional Services, Customer agrees to the additional terms below ("**Additional Terms**"). If Customer does not wish to enable any of the Additional Services or you do not have the requisite authority to bind the Customer to these Additional Terms, please disable such Additional Services in the control panel. Capitalized terms used below but not defined below have the meaning ascribed to them under the Google Apps Agreement.

1. **Not Subject to your Google Apps Agreement.** The Additional Services are not governed by the Google Apps Agreement, but are governed only by the applicable service-specific Google terms of service. The Additional Services with their respective terms of service are located at the following URL: <http://www.google.com/support/a/bin/answer.py?hl=en&answer=181865> (or such other URL that Google may provide).
2. **Existing Customers.** If You are an existing Customer who signed up before November 9, 2010, these Additional Services will be made available by clicking "I ACCEPT" on the confirmation page of the Google Apps transition wizard.
3. **New Customers.** If You are a new Customer who has signed up on or after November 9, 2010, the Additional Services are provided on an "opt-out" basis. The default setting for the Additional Services is on.
4. **Use Constitutes Acceptance.** Use of any Additional Service by any End User constitutes Customer's acceptance of the Google terms of service for such Additional Service.
5. **Enabling or Disabling Additional Services.** At any point in time, Customer can always enable or disable any of the Additional Services in the control panel.
6. **Future Services.** Google may offer other Additional Services that are not currently set forth at the URL in Section 1 and for which Google does not yet have terms of service. When these future Additional Services become available, they will be offered to Customer under these Additional Terms.
7. **Availability.** Not all Additional Services may be available in all countries.
8. **Technical Support.** Google will not provide the TSS for the Additional Services. Customer is responsible for responding to any questions and complaints by End Users relating to Customer's or its End Users' use of the Additional Services. Google provides technical support services for the Additional Services solely through the applicable product-specific Help Center, which is accessible at <http://www.google.com/support/> (or such URL that Google may provide).
9. **Third Party Requests.** Customer is responsible for responding to Third Party Requests that apply to the Additional Services, unless otherwise stated in the applicable terms for each Additional Service. Google does not assist Customer with responding to such Third Party Requests.
10. **Compliance with Laws.** Customer is responsible for ensuring its End Users comply with the applicable Google terms of service for each Additional Service. Where applicable, Customer agrees that it is solely responsible for compliance with all laws and regulations that apply to Customer's provision of these Additional Service to Customer's End Users, such as the U.S. Family Educational Rights and Privacy Act of 1974 (FERPA), Children's Internet Protection Act (CIPA), and the Children's Online Privacy Protection Act of 1998 (COPPA), including but not limited to, obtaining parental consent concerning collection or dissemination of personal

information (including that of students) used in connection with the provisioning and use of the Additional Services by the Customer and End Users.

11. **Privacy**. Customer may have the ability to access, monitor, use or disclose data provided by End Users for these Additional Services or disable an End User's Account for these Additional Services. Customer will notify End Users of Customer's ability to take these actions.
12. **Google Checkout**. A Google Checkout account opened by an End User is the End User's personal account and is subject to extensive regulatory requirements and prohibitions. While Customer may suspend an End User's access to his or her Checkout account, Customer may not use an End User's Checkout account or make any changes to the information in such Checkout account. Customer may access information in an End User's Checkout account only in accordance with Checkout privacy policies and Customer's privacy policy.
13. **Refund for Paid Services**. If Customer disables an Additional Service for which Customer or End User has provided payment, Google will not be obligated to refund Customer or any End User for unused paid services. Customer will indemnify, defend, and hold harmless Google from and against all liabilities, damages, losses and expenses, and costs (including settlement costs and reasonable attorneys' fees) arising out of an End User's claim concerning refunds for such paid services.
14. **Google is Data Processor**. Where applicable, the parties agree that Google is a data processor and Customer is a data controller with respect to the End User personal data contained in the Additional Services for Customer's domain.
15. **Data Location**. As part of providing the Additional Services, Google may store and process the data provided through such Additional Services in the United States or any other country in which Google or its agents maintain facilities.
16. **Severability**. If any provision of these Additional Terms is found unenforceable, the balance of the Additional Terms will remain in full force and effect.
17. **Modifications**. Google may modify these Additional Terms from time to time.





# 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 Approval Date  
May 17, 2012

## Memorandum

**TO:** Anne Silavs, Assistant Superintendent, Instruction

**FROM:** Julianne Hoefer, Director, Assessment and Accountability

**DATE:** May 7, 2012

**SUBJECT:** **2010-2011 Program Effectiveness Results**

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### Background

Attached is the Program Effectiveness Results document for the school year 2010-2011. This task is relevant, valuable, and necessary as we in the Fountain Valley School District strive to ensure every student meets or exceeds grade level standards. The two programs addressed in the document, English learner and Title I, serve two of our historically underperforming subgroups. It is also important to note that from a compliance standpoint it required through Federal Program Monitoring (FPM) statutes.

The English learner portion was revised significantly from prior years. In addition, it was shared with and input sought from the District English Learner Advisory Committee (DELAC), English Learner Acquisition Program (ELAP) coordinators, and site and District administrators.

For the 2011-2012 analysis the Title I portion will be significantly altered in an attempt to gather longitudinal data rather than single year information. This will be done to better inform program decisions.

Copies have been distributed to the sites. Additional information is available from the Office of Assessment and Accountability.

### Recommendation:

It is recommended that the 2010-2011 Program Effectiveness Results be approved by the Board of Trustees.

# PROGRAM EFFECTIVENESS RESULTS

## 2010-2011 School Year

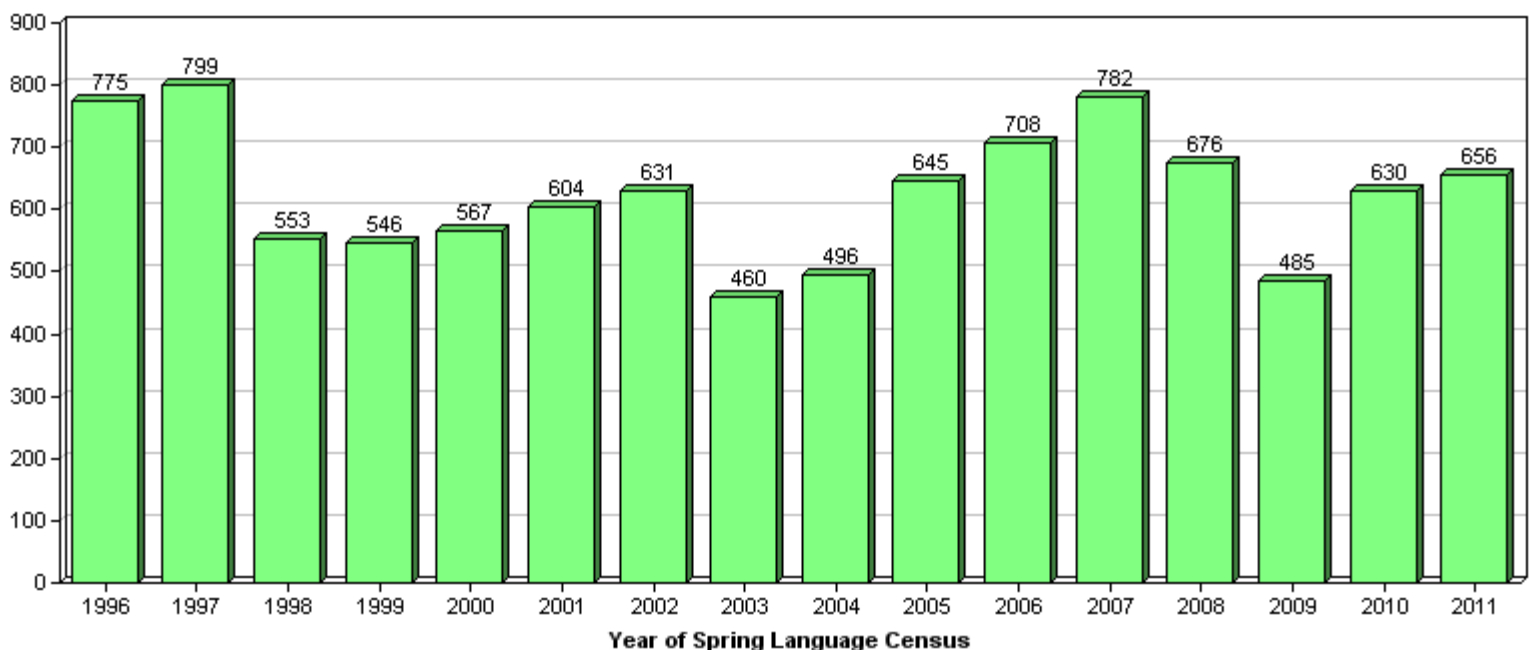
### COLLECTION OF DATA

The data for this document was collected from multiple sources, including the R-30 Language Census, Eagle student database, and Dataquest. The R-30 Language Census, is the method the California Department of Education uses to survey the English Learner (EL) population statewide. It is collected March 1 each year with a timeframe of March 1 to February 28 of each year. Because the R-30 does not always include the desired information, some of the time the student database Eagle is used. Typically this occurs when school year information (September to June) is needed. The last source that is used in this document is Dataquest. Dataquest is a public website that is available through the California Department of Education. Throughout the English learner portion of this report all three sources are used, please check the source information below each chart.

### PROFILE OF ENGLISH LEARNERS (ELs)

The number of English Learners (ELs) has varied over the last 15 years. During this time the number has been as low as 460 and as high as 799. For the 2010-2011 school year, there were 656 ELs.

Number of English Learners for Fountain Valley Elementary



Source: March R-30, 1996 - 2011

### **Major Language Groups**

In Fountain Valley School District (FVSD), 31 different languages were spoken by our ELs during the 2010-2011 school year. The number of ELs identified in the District was 656. This accounts for 10.4% of the total student enrollment (6,309). Within the EL population, 61% spoke Vietnamese as their primary language (400). Approximately 20% spoke Spanish (133), 6% Arabic (38), 4% Chinese (28), 2% Korean, (14), and the remaining 7% spoke "Other" languages (43).

## PROGRAM EFFECTIVENESS RESULTS

### 2010-2011 School Year

For the first time in 2010-2011, students who speak Arabic as their native language are of a significant size. In FVSD, Arabic is the third largest language group among our ELs, followed by Chinese (Mandarin/Cantonese/ Taiwanese/Chaozhou) and Korean. Between 2009-2010 and 2010-2011, Vietnamese increased 4.3%. In contrast, Spanish, Korean, Chinese, and "Other" decreased. It should be noted that the decrease in "Other" is inflated due to the removal of Arabic and designation as its own language group.

Language	2011 Number of ELs	2011 Percent of ELs	2010 Number of ELs	2010 Percent of ELs
<b>Vietnamese</b>	400	61%	357	56.7%
<b>Spanish</b>	133	20%	138	21.9%
<b>Arabic</b>	38	6%	22*	3%*
<b>Chinese</b> (Mandarin/Cantonese/ Taiwanese, Chaozhou)	28	4%	29	4.6%
<b>Korean</b>	14	2%	23	3.7%
<b>Other</b>	43	7%	83	13.1%
<b>Total</b>	656	100%	630	100%

Source: March R-30, 2011

\*Arabic totals not separated in 2010 counts, but shown as part of "Other."

The majority of ELs (78%) have attended FVSD schools five years or less. This includes students who were reclassified as Fluent English Proficient (R-FEP) during the last two years. In order to ensure R-FEP students continue to experience academic success as the content becomes more rigorous and demanding, they are monitored for two years before they are removed from the EL category.

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

Source: Eagle student database, March, 2011

## PROGRAM EFFECTIVENESS RESULTS

### 2010-2011 School Year

The California English Language Development Test (CELDT) is the State mandated English language test. It is administered when students first enroll in school (regardless of grade level) and then annually thereafter. The annual CELDT is administered in the fall of each year. The test assesses a student's speaking, listening, reading, and writing ability in English. Performance is based on five levels which indicate incremental language development from Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. In 2010-2011, only 7% of ELs were at the earliest stages of English language development (Beginning and Early Intermediate). Most students, 64%, were at the highest levels (Early Advanced and Advanced).

#### California English Language Development Test (CELDT) Data -- District 2010-2011

Performance Level	K	1	2	3	4	5	6	7	8	Total
Advanced	***	28 (21.0%)	31 (29.0%)	18 (17.0%)	6 (11.0%)	29 (36.0%)	23 (41.0%)	14 (33.0%)	18 (41.0%)	167 (27.0%)
Early Advanced	***	59 (43.0%)	42 (39.0%)	36 (34.0%)	21 (38.0%)	27 (34.0%)	20 (36.0%)	11 (26.0%)	18 (41.0%)	234 (37.0%)
Intermediate	***	35 (26.0%)	27 (25.0%)	45 (42.0%)	24 (44.0%)	18 (23.0%)	12 (21.0%)	12 (29.0%)	8 (18.0%)	182 (29.0%)
Early Intermediate	***	11 (8.0%)	5 (5.0%)	6 (6.0%)	3 (5.0%)	2 (3.0%)	1 (2.0%)	3 (7.0%)	0 (0.0%)	31 (5.0%)
Beginning	***	3 (2.0%)	2 (2.0%)	1 (1.0%)	1 (2.0%)	4 (5.0%)	0 (0.0%)	2 (5.0%)	0 (0.0%)	13 (2.0%)
Number Tested	1 (100.0%)	136 (100.0%)	107 (100.0%)	106 (100.0%)	55 (100.0%)	80 (100.0%)	56 (100.0%)	42 (100.0%)	44 (100.0%)	627 (100.0%)

Source: Data Quest 2010-2011

### Instructional Services

During the 2010-2011 school year, 128 students participated in the Structured English Immersion program setting. Students in this program typically are at the earliest stages of English development (Beginning, Early Intermediate, and Intermediate). Structured English Immersion includes a combination of English Language Development (ELD) instruction to improve their English skills and Specifically Designed Academic Instruction in English (SDAIE). SDAIE is a series of strategies used to make content presented throughout the school day more comprehensible. Because most students in FVSD are at the Intermediate, Early Advanced, and Advanced levels, they participated in the English Mainstream program (497 students) which only includes SDAIE.

Instructional Setting/Services	Number of ELs	Percentage of ELs
English Mainstream*	497	75.8%
Structured English Immersion	128	19.5%
Other Instructional Services	31	4.7%
Total EL Students Served	656	100%

Source: March R-30, 2011

\* One student at the earliest level of language development was placed in English Mainstream due to parent request.

## PROGRAM EFFECTIVENESS RESULTS

### 2010-2011 School Year

#### EL Summer School Services

Summer School remediation services have been offered to EL students in past years. Due to budget reductions brought on by the State budget crisis, FVSD was unable to offer EL Summer School Services during the last two summers.

#### Language Fluency

The majority of students in FVSD speak English as their native language or fluently if they are bi/multi-lingual. Within the EL subgroup in 2010-2011, 128 students were reclassified as Fluent English Proficient (R-FEP) which represented 16.5% of the EL student population.

Language Fluency (2010-11)	Number
Total Enrolled	6,309
Initial Fluent English Proficient (I-FEP)	69
Reclassified Fluent Proficient (R-FEP)	128
ELs (including R-FEPs)	777

*Source: Eagle student database, March, 2011*

#### GAINS IN LANGUAGE PROFICIENCY

FVSD is committed to providing an exemplary education for every student served throughout the District. For our students who are ELs this includes the development of English skills commensurate to native English speakers within five years of enrollment in FVSD schools.

#### Reclassification to R-FEP

Reclassification from Limited English Proficient (LEP) to R-FEP is a rigorous process. The initial screener for reclassification is demonstrated proficiency on the CELDT. In order to be considered proficient on the CELDT, students must demonstrate:

An overall proficiency level of Early Advanced or Advanced
AND
Intermediate level or higher in each of the four subsections (speaking, listening, reading, and writing.)

Students who score at the proficient level on the CELDT are then evaluated for reclassification based on multiple measures. Students must score Proficient or Advanced on the English Language Arts (ELA) section of the California Standards Tests (CSTs), get at least 70% correct on FVSD ELA Benchmark tests, and earn a 5 on the FVSD Writing Benchmark test. In addition, both the classroom teacher and parent must consent to the reclassification. R-FEPs are included in EL numbers for two years while they are monitored to ensure continued success as the academics becomes more challenging and rigorous. FVSD's reclassification rate for 2010-2011 was 19.3%. This was significantly higher than State and County averages.

**PROGRAM EFFECTIVENESS RESULTS**  
**2010-2011 School Year**

Year	Number of R-FEPs	Number of ELs	FVSD Rate	Orange County Rate	California Rate
2010-2011	128	664	19.3%	10.9%	11.4%
2009-2010	72	702	10.3%	11.2%	8.4%
2008-2009	249	734	34%	9.7%	9.6%

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

**Profile of R-FEPs**

During the 2010-2011 school year, 128 EL students were reclassified from LEP to R-FEP. Reclassification of 78% of these students occurred within five years of enrollment in FVSD schools. Thus the majority of ELs met the FVSD reclassification goal.

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

*Source: Eagle student database, June 2011*

## PROGRAM EFFECTIVENESS RESULTS

### 2010-2011 School Year

Currently there are 793 students who have been reclassified as R-FEP at some point in their educational career. The vast majority (92%) were reclassified in their first five years in FVSD.

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

*Source: Eagle student database, February 2011*

### **TITLE III ANNUAL MEASUREABLE ACHIEVEMENT OBJECTIVES (AMAOs)**

Title III of the Federal Elementary and Secondary Education Act (ESEA) provides supplemental funding to local educational agencies to implement programs designed to help ELs attain English proficiency and meet the State's academic content standards. Title III requires the following:

1. Establish English language proficiency standards.
2. Conduct an annual assessment of English language proficiency, CELDT.
3. Define two Annual Measurable Achievement Objectives (AMAOs) to increase the percentage of ELs that develop English proficiency, AMAO 1 and AMAO 2.
4. Include a third AMAO related to meeting Adequate Yearly Progress (AYP) for the EL subgroup at the local education agencies (LEA) level, i.e. FVSD, AMAO 3.
5. Hold LEAs accountable to meet all three AMAOs (NCLB Section 3122).

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

AMAO 1 calculates the percentage of ELs that demonstrate growth on the CELDT. There are three ways for ELs to meet the annual target on CELDT depending upon their level the prior year. Those at the Beginning, Early Intermediate, and Intermediate levels are expected to increase at least one level. Those at the Early Advanced or Advanced level who are not yet English proficient are expected to reach the English proficient level, i.e. every subsection must be Intermediate or higher. Those at the English proficient level are expected to maintain that level.

## PROGRAM EFFECTIVENESS RESULTS

### 2010-2011 School Year

The percent of students within each LEA that are expected to meet an incremental annual growth target are shown below. In 2003-2004, 51% of students were expected to meet the annual growth target, this increased to 53.1% in 2010-2011 and hits the maximum in 2013-2014 at 59%. In 2010-2011, FVSD exceeded the target with 72.6% of ELs meeting AMAO 1.

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

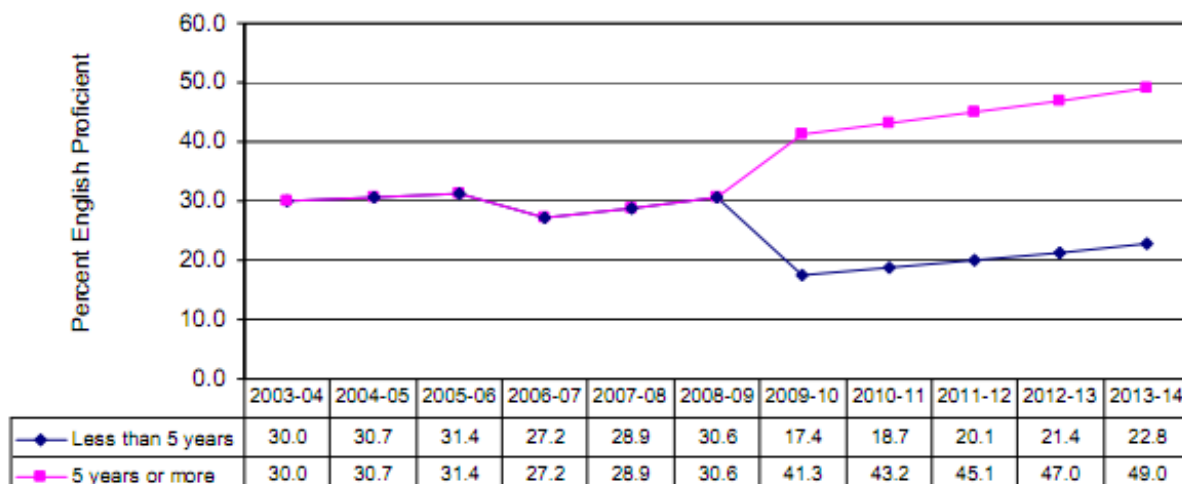
##### 2010-2011

Number of 2009 Annual CELDT Takers	627
Number/Percent with Required Prior CELDT Scores	627/100%
Number in Cohort Meeting Annual Growth Target	455
Percent Meeting AMAO 1 in LEA	72.6%
2010-2011 Target	54.6%
<b>Met Target for AMAO 1</b>	<b>Yes</b>

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

AMAO 2 measures the extent to which ELs reach the English proficient level on the CELDT. Two cohorts have been established for AMAO 2: (1) ELs who have been in language instruction educational programs for less than 5 years and (2) ELs who have been in language instruction educational programs for five years or more. The second cohort was established in 2009-2010 with targets set through 2013-2014. LEAs need to meet both cohort targets in order to meet AMAO 2. Figure 2 presents the new targets for both cohorts. ELs in FVSD met both criteria in 2010-2011.

**Figure 2. Targets for AMAO 2**





**PROGRAM EFFECTIVENESS RESULTS**  
**2010-2011 School Year**

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

**Less than 5 Years Cohort**

Number of 2010-11 English Learners in Cohort	587
Number in Cohort Attaining the English Proficient Level	247
Percent in Cohort Attaining the English Proficient Level	42.1%
2010-2011 Target	18.7%
Cohort Met Target	Yes

**5 Years or More Cohort**

Number of 2009-10 English Learners in Cohort	194
Number in Cohort Attaining the English Proficient Level	139
Percent in Cohort Attaining the English Proficient Level	71.6%
2010-2011 Target	43.2%
Cohort Met Target	Yes

**Met Targets for AMAO 2** **Yes**

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

AMAO 3 requires the EL subgroup to meet the same targets that are required of all LEAs, schools, and subgroups under ESEA. The targets specify the participation rate and percent of students who must score at the Proficient or Advanced level in ELA and mathematics on the State CST assessments (this is the same as the highly publicized AYP). Safe Harbor is one of the alternative methods for meeting the AYP targets. The Safe Harbor calculations for the EL subgroups that are used in AYP reports also apply to AMAO 3.

**2011 AYP Targets for the EL Subgroup**

Type of LEA	Targets		
	Participation Rate ELA and Math	Percent Proficient ELA	Percent Proficient Math
Elementary districts, charter elementary schools, and charter middle schools	95.0%	67.6%	68.5%

## PROGRAM EFFECTIVENESS RESULTS

2010-2011 School Year

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

#### English-Language Arts

Met Participation Rate for English Learner Subgroup Yes

Met Percent Proficient or Above for English Learner Subgroup Yes

#### Mathematics

Met Participation Rate for English Learner Subgroup Yes

Met Percent Proficient or Above for English Learner Subgroup Yes

**Met Target for AMAO 3 Yes**

#### Consequences of Not Meeting the AMAOs

If an LEA does not meet one or more of the three AMAOs in any year, it must inform the parents of ELs that it did not within 30 days of the public release of the Title III Accountability Reports. If an LEA fails to meet the AMAOs for two consecutive years, in addition to parent notification it must also develop an improvement plan addendum that will ensure the AMAOs are met in the future. FVSD has historically met all AMAOs every year. For additional information, please contact the Office of Assessment and Accountability.

#### OBSERVATIONS AND RECOMMENDATIONS

The information from this report was combined with the English Learner Subgroup Self-Assessment (ELSSA) in order to get a more thorough understanding of the EL program in FVSD. In addition, both reports were shared with the parents at the District English Language Advisory Committee (DELAC.) Their observations and recommendations are reflected below.

- ▶ The demographics of ELs in FVSD has changed significantly.
  - Cox, Fulton, Moiola, Masuda, Plavan, and Tamura are required to translate documents into Vietnamese.
  - Due to the decrease in the number of Spanish speakers, none of the schools in FVSD are required to translate documents into Spanish. However, Spanish interpretation and translation is still available and used on a regular basis.
  - Examine bilingual tutor staffing to ensure parity between student needs and appropriate support.
  - Craft a plan to address the increase in Arabic speakers to ensure students are supported and two-way communication between home and school is facilitated.
- ▶ The majority of ELs enroll in FVSD schools in kindergarten.
  - Support for late entry ELs, those that enter during second grade and beyond, needs to be addressed.
- ▶ In 2010-2011, very few (7%) ELs were in the earliest stages of English language development (Beginning and Early Intermediate).
  - The current strategy for ELs at the earliest levels is support from bilingual tutors to access core content.
  - A process needs to be established to ensure they received 30 minutes of daily English Language Development (ELD) instruction from a credentialed teacher.

## **PROGRAM EFFECTIVENESS RESULTS**

### **2010-2011 School Year**

- ▶ FVSD's goal is that ELs acquire full proficiency in English and perform at grade level within five years of program participation. While the District's programs help the majority of ELs meet this goal, 22% of ELs were not reclassified R-FEP within this time frame.
  - In 2011-2012, build knowledge around long-term ELs (LTELs.) In 2012-2013 establish a task force to develop a plan to address LTELs' English language and content learning needs.
- ▶ Over the past three school years, 449 students have been reclassified from LEP to R-FEP. The percentage has varied from a low of 10.3% to a high of 34%. This has been the highest and lowest percentage over the last 10 administrations of CELDT. From 2002 to 2011, the median percentage was 16% (2011).
  - Continue to closely monitor reclassification rates.
- ▶ The percentage of reclassified Spanish ELs is lower than their representation in the EL group (20% compared to 16%). In contrast, the percentage of Vietnamese, Chinese, and Korean reclassified exceeds their representation in the EL group (61% compared to 69%, 4% compared to 6%, and 2% compared to 4%).
  - Organize a task force (students, parents, teachers, site administrators, etc.) to discuss the discrepancy for Spanish speaking ELs and identify contributing factors. In 2012-2013, craft a strategy to address Spanish ELs' English language and academic needs.
- ▶ AMAO 1 and AMAO 2 have been met every year in FVSD by a large margin.
  - Continue to monitor the results.
- ▶ While AMAO 3 has also been met each year, the likelihood of meeting it in the future is uncertain. During the 2010-2011 school year, 69.6% of ELs scored Proficient or Advanced in ELA and 75.3% did so in Math. For the 2011-2012 school year, the targets increase to 78.4% in ELA and 79% in Math. Unless there is a significant increase in the percent of ELs scoring Proficient or Advanced, this AMAO will likely not be met.
  - Strategies to address this situation will be included in the plan crafted during the 2012-2013 school year.
- ▶ The success of ELs in FVSD is a priority. As such, additional actions include:
  - Share this report with site and district staff and parent councils/committees.
  - Further analyze academic history (attendance rates, level of native language literacy, intervention participation, etc.) of the cohort groups from 2008-2011 to determine commonalities related to barriers which impact their ability to R-FEP within five years.
  - Further analyze instructional programs offered to ELs at the Intermediate and Early Advanced levels of proficiency at each school.
  - Identify and purchase supplemental EL materials for grades K-8.
  - Increase implementation of SDAIE strategies.
  - Determine ways to increase collaboration at the sites to discuss student progress and identify the most effective strategies to use to facilitate language development.
  - Establish EL focus groups to discuss issues, concerns, needs, and accomplishments.
  - Determine ways to provide homework flexibility for ELs.

## **PROGRAM EFFECTIVENESS RESULTS**

### **2010-2011 School Year**

#### **TITLE I CLASSROOM SERVICES**

Title I is a Federally funded program. It is part of the Elementary and Secondary Education Act (ESEA) formerly known as the “No Child Left Behind” Act passed January 8, 2002. Funds are provided to facilitate supplemental instruction/intervention for students “at risk” of not meeting District and State standards. Title I allocations are based on the percent of students who apply and qualify for the Federal free/reduced lunch program and whose parents have less than a high school diploma. Historically in Fountain Valley School District (FVSD), the two schools with the highest percentage of students who qualify for the Federal program have been the recipients of the funds. Similar to prior years, in 2010/2011 this resulted in the identification of Cox Elementary and Oka Elementary as the FVSD Title I schools. In order to divide the funds, the number of eligible students were totaled and a per student amount calculated. Each site received funds based on the per student amount multiplied by the number of eligible students. Due to the large enrollment difference between Cox and Oka, in 2010/2011 Cox received a larger allocation. It is important to acknowledge the fact that the students who receive services through the Title I program are not necessarily the ones who meet the qualification criteria.

At Cox and Oka, the bulk of Title I funds have been spent to support literacy. In 1997, the National Reading Panel was formed to review research on how individuals learn to read and determine which methods were most effective to teach it. Five components of a strong reading program were identified which include phonemic awareness, phonics, fluency, comprehension, and vocabulary. Phonemic Awareness is used to describe the concept that spoken words are made up of smaller parts called phonemes. Phonemic Awareness instruction includes manipulation of spoken language such as rhyming (bat-cat), blending (b-a-t=bat), deleting (bat-b=at), segmenting (bat=b-a-t), etc. Phonics is the relationship between phonemes and printed letters and as such is the basis of reading and spelling. Fluency is the act of reading with accuracy, pace, and expression in a manner commensurate with speaking. Comprehension is the skill associate with understanding what has been read in a sentence, passage, page, book, etc. while vocabulary is the knowledge of the meaning of individual words.

Instruction on the five reading components occurs on a regular basis throughout FVSD, particularly in primary classrooms. When a student struggles to read grade-level text, additional exposure and instruction in one or more of the five reading components is frequently sufficient to catch the student up.

In order to provide this type of targeted literacy instruction, a Reading Intervention Program is in place at both Title I schools. Two highly skilled Reading Clinicians (one at Cox and one at Oka) provide services to students based upon established criteria (outlined further in the document).

#### **Program Goals and Objectives**

The goal of the FVSD Title I Program is to provide intervention support for students whom staff are concerned may not meet grade level standards. Support includes access to supplemental curriculum, programs, technology, and strategies during and beyond the school day from the classroom teacher, the Title I Reading Clinician, and/or other staff members both credentialed personnel and paraprofessionals.

## **PROGRAM EFFECTIVENESS RESULTS**

### **2010-2011 School Year**

One of the services provided by Title I is the FVSD Title I Reading Program. The purpose and goal of the program is for each participant to close the gap between the student's performance and grade level expectations. For kindergarten and first grade students, an informal reading evaluation is conducted which includes the Dynamic Indicator of Basic Early Literacy Skills (DIBELS) assessment. For second grade and above in addition to the informal reading evaluation, the California Standards Tests (CSTs) in English/language arts (ELA) scores are used to evaluate progress. To ensure students are on track progress is monitored on a regular basis.

The following outlines the actions the Reading Clinicians take as they strive to meet each individual's unique needs:

1. Diagnose the possible cause(s) for the gap between performance and grade level expectations.
2. Plan and implement specific strategies and activities to remediate the identified reading gaps.
3. Assist students with mastery of grade-level achievement on the five reading components.
4. Proactively address students' social/emotion development and strive to ensure each participant develops a positive attitude and feels confident during his/her Title I Reading Program instruction.
5. Promote an appreciation of literature and encourage reading for pleasure.

Qualification Criteria: A student qualifies for the Title I Reading program when it becomes evident that he/she may not meet grade-level State and/or District standards. Referrals are based on the criteria below and validated during the screening administered by the Reading Clinician:

#### Grade One:

1. Child scored below Tier I cut scores on DIBELS,
2. Child has not demonstrated mastery of at least 25 basic sight words, and/or
3. Child was recommended by last and/or current year teacher(s).

#### Grade Two:

1. Child scored below Tier I cut scores on DIBELS,
2. Child has not demonstrated mastery of at least 150 sight words,
3. Child received a "needs improvement" grade in reading, and/or
4. Child was recommended by last and/or current year teacher(s).

#### Grades Three Through Five:

1. Child scored Far Below, Below, or Basic on California Standards Tests (CSTs) in English/language arts (ELA),
2. Child did not get at least 70% correct on one of the FVSD Benchmark Assessments in reading,
3. Child received D or F in reading on the report card, and/or
4. Child was recommended by last and/or current year teacher(s).

## **PROGRAM EFFECTIVENESS RESULTS**

### **2010-2011 School Year**

Exit Criteria: A participant is eligible to exit the program when he/she demonstrates mastery of grade-level standards on a post-test. The final determination is made collaboratively by the classroom teacher and Reading Clinician.

Evaluation of student progress: Pre and post-tests are administered for each child in the program. Progress is assessed on a regular basis and reported at progress report and report card times. Parents are informed of their child's progress, in person, by phone, note, or email. In person meetings occur including during parent-teacher conferences and when a parent, the Reading Clinician, or classroom teacher deem it necessary.

Parent Involvement: We recognize and value the fact that parents are their children's first and most influential teachers. Continued parental involvement in their child's education contributes greatly to academic achievement. Parents are encouraged to (1) attend the annual Title I information meeting, (2) meet with their child's teacher for all conference periods, (3) take an active part in their child's education, assisting with homework and organizational skills, (4) and help their child master grade level skills, such as basic sight words, times tables, nightly reading practice, etc.

Intervention Plan: After careful examination of multiple measures and input from the classroom teacher, parents, and student, the Reading Clinician crafts a plan. The intervention plan builds on the child's strengths and strives to address the areas of academic need. Active involvement of the student in his/her academic progress is valued. The student is informed of his/her progress in an attempt to help foster responsibility and active engagement.

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

A variety of methods are used to achieve the objectives outlined for each child. They include:

- Reading high interest-limited vocabulary books,
- Following directions activities,
- Comprehension strategies,
- Teacher-made units that correlate with classroom themes and skills,
- Manipulatives,
- Guided Reading,
- Leveled readers, and/or
- Regular fluency practice.

#### Board Policy 6020 Parent Involvement Policy

1. Through the District and local parent involvement policy, parents will be involved with the planning, review, and improvement of the school programs.
2. The District encourages parent involvement and supports this partnership by providing information about standards and assessments; providing materials for parents to use to help their children; educating school personnel about involving parents and the value of parent contributions; and developing roles for community organizations to work with parents and schools.

## **PROGRAM EFFECTIVENESS RESULTS**

### **2010-2011 School Year**

3. It is the goal of the Title I Program to coordinate with all other District/school programs when appropriate.
4. Involvement of parents is done through the annual meeting where input is sought with regards to the effectiveness of the Title I Reading Program. The findings are used to design strategies for program improvements and revision of policies.
5. Parents are given assistance in understanding the Title I requirements, standards, and assessments through the annual meeting and parent-teacher conferences. One annual meeting is held for all parents of participating students. Additional meetings will be scheduled when requested by parents and/or teachers.

#### **Outcome 1**

Typically first grade students are dismissed from the program when they are above the benchmark cut scores on DIBELS (depends on trimester). Historically, if Title I students are dismissed slightly above the appropriate trimester cut score with less than nine months of instruction, they are referred again as second graders. If they are kept in the program until they meet end of year benchmark cut points, their word recognition and comprehension skills are strong enough to sustain growth and do not participate again in later grades.

#### Recommendation:

Keep first graders in the Title I Program until end of year benchmark cut scores are met.

#### **Outcome 2**

Reading Clinicians help build sight word knowledge and strive for mastery of 200 sight words (two lists of 100 words). Students have a stronger word recognition base if they master the second 100 words.

#### Recommendation:

Instruct all second grade students on all 200 sight words.

#### **Outcome 3**

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

#### Recommendation:

Continue to teach basic phonics skills such as letter names, consonant/vowel sounds (long and short), consonant blends, and digraphs.

# PROGRAM EFFECTIVENESS RESULTS

## 2010-2011 School Year

### Program Results

The information below reflects the number and percent of students who met the benchmark criteria for DIBELS.

### OKA

<b>Kindergarten</b>			
DIBELS Measures	Trimester 1	Trimester 2	Trimester 3
Letter Naming Fluency (LNF)	5/6 (83%)		
Phoneme Segmentation Fluency (PSF)	4/6 (67%)		
Nonsense Word Fluency (NWF)	5/6 (83%)		

Benchmark Criteria:	Trimester 1	Trimester 2	Trimester 3
LNF	≥ 16	≥ 27	≥ 40
PSF		≥ 18	≥ 35
NWF		≥ 13	≥ 25

<b>First Grade</b>			
DIBELS Measures	Trimester 1	Trimester 2	Trimester 3
Letter Naming Fluency (LNF)	0/1 (0%)		
Phoneme Segmentation Fluency (PSF)	13/16 (81%)	12/14 (86%)	12/14 (86%)
Nonsense Word Fluency (NWF)	6/16 (38%)	4/14 (29%)	8/14 (57%)
Oral Reading Fluency (ORF)	7/16 (44%)	6/14 (43%)	10/14 (71%)

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



**PROGRAM EFFECTIVENESS RESULTS**  
**2010-2011 School Year**

<b>Second Grade</b>			
DIBELS Measures	Trimester 1	Trimester 2	Trimester 3
Oral Reading Fluency (ORF)	9/12 (75%)	8/12 (67%)	1/9 (11%)

Benchmark Criteria:	Trimester 1	Trimester 2	Trimester 3
ORF	≥44	≥68	≥90

<b>Third Grade</b>			
DIBELS Measures	Trimester 1	Trimester 2	Trimester 3
Oral Reading Fluency (ORF)	6/13 (46%)	4/12 (33%)	2/12 (17%)

Benchmark Criteria:	Trimester 1	Trimester 2	Trimester 3
ORF	≥ 77	≥ 92	≥ 110

<b>Fourth Grade</b>			
DIBELS Measures	Trimester 1	Trimester 2	Trimester 3
Oral Reading Fluency (ORF)	4/7 (47%)	2/6 (33%)	0/4 (0%)

Benchmark Criteria:	Trimester 1	Trimester 2	Trimester 3
ORF	≥44	≥68	≥90

<b>Fifth Grade</b>			
DIBELS Measure	Trimester 1	Trimester 2	Trimester 3
Oral Reading Fluency (ORF)	4/7 (57%)	2/7 (29%)	1/6 (17%)

Benchmark Criteria:	Trimester 1	Trimester 2	Trimester 3
ORF	≥104	≥115	≥124

**PROGRAM EFFECTIVENESS RESULTS**  
**2010-2011 School Year**

**COX**

<b>First Grade</b>			
DIBELS Measures	Trimester 1	Trimester 2	Trimester 3
Letter Naming Fluency (LNF)	9/9 (100%)		
Phoneme Segmentation Fluency (PSF)	26/26 (100%)	27/27 (100%)	20/21 (95%)
Nonsense Word Fluency (NWF)	24/25 (96%)	17/26 (65%)	16/21 (76%)
Oral Reading Fluency (ORF)	11/26 (42%)	11/27 (41%)	15/21 (71%)

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

<b>Second Grade</b>			
DIBELS Measure	Trimester 1	Trimester 2	Trimester 3
Nonsense Word Fluency (NWF)	6/10 (60%)	4/4 (100%)	
Oral Reading Fluency (ORF)	21/23 (91%)	17/17 (100%)	15/17 (88%)

Benchmark Criteria:	Trimester 1	Trimester 2	Trimester 3
NWF	≥50		
ORF	≥44	≥68	≥90

<b>Third Grade</b>			
DIBELS Measures	Trimester 1	Trimester 2	Trimester 3
Oral Reading Fluency (ORF)	5/6 (83%)	6/6 (100%)	5/6 (83%)

Benchmark Criteria:	Trimester 1	Trimester 2	Trimester 3
ORF	≥ 77	≥ 92	≥ 110

**PROGRAM EFFECTIVENESS RESULTS**  
**2010-2011 School Year**

**California Standards Tests (CSTs)**

One of the evaluation tools used to determine program effectiveness in FVSD are the CST in English/language arts (ELA). The information below indicates where Title I Reading Program participants scored. Proficiency/Advanced levels varied across grade levels with a low at third grade of 20% and a high of 82% at fourth grade.

**Title I Students**  
**2010-2011**

<b>CST ELA 2011</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Students Tested</b>	54	20	16	13
<b>% Advanced</b>	13%	0%	44%	15%
<b>% Proficient</b>	31%	20%	38%	23%
<b>% Basic</b>	33%	45%	13%	62%
<b>% Below Basic</b>	15%	30%	6%	0%
<b>% Far Below Basic</b>	7%	5%	0%	0%

While CST Math scores are not used to evaluate effectiveness of the Title I Reading Program, the reality is that the Application section requires literacy skills. The results below are informative in nature. Once again the percent that scored Proficient or Advanced varies from a low of 45% in third grade to a high of 94% in fourth grade.

**Title I Students**  
**2010-2011**

<b>CST MATH 2011</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Students Tested</b>	54	22	17	15
<b>% Advanced</b>	22%	18%	53%	20%
<b>% Proficient</b>	43%	27%	41%	33%
<b>% Basic</b>	19%	27%	0%	33%
<b>% Below Basic</b>	15%	27%	6%	13%
<b>% Far Below Basic</b>	2%	0%	0%	0%

# **PROGRAM EFFECTIVENESS RESULTS**

## **2010-2011 School Year**

### **Program Summary**

#### **Kindergarten and First Grade**

- The recommended benchmark cut-point may be too low for first trimester for K-1 students. Reconsider new cut-points for 2011-2012 school year.
- Student growth occurs during Trimester 2 when there are fewest disruptions instructionally.
- Oral Reading Fluency passages from DIBELS for First Grade may need to be added to the initial administration.
- The FVSD First Grade Assessment will continue to be used in conjunction with DIBELS to secure additional information for students at risk.

#### **Second through Fifth Grades**

- Year-long participation in Title I yields the greatest results.
- Intervention strategies need to be assessed annually by staff.
- The longer the daily time spent in the Title I Reading Program, the faster the student demonstrates success in the core program.

### **Recommendations**

- Monitor students longitudinally to determine whether gains attained in the primary grades are sustained in the upper elementary grades. This project will be undertaken when the 2011/2012 CST scores arrive in an attempt to identify patterns of sustained academic achievement. As such, the document will be significantly revised in 2011/2012.
- Continue the current practice for the 2011/2012 school year until additional information is available.
  - All first through fifth graders serviced will remain in Reading Clinic for the entire school year.
  - When deemed appropriate, provide services for consecutive years.
  - Minimize enrolling students mid-year when possible.
  - Use the Title I Reading Program as an intervention before a student is referred to the Student Study Team.
  - Modify the length of daily Title I instructional time. Older students may require more than 30 minutes per day to provide additional instruction.

# PROGRAM EFFECTIVENESS RESULTS

## 2010-2011 School Year

### Title I Parent Involvement Survey Results 2010-2011 - COX

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

#### Academic Program:

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

	Very Satisfied	Satisfied	Somewhat Satisfied	Not Satisfied
Quality of instruction for reading	35	5	0	0
Quality of instruction for math	24	13	2	0
Materials to support the curriculum such as classroom materials, library, etc.	26	13	0	0
Use of computers and other technology	22	16	2	0
Academic standards and expectations	24	16	0	0
Other (please specify)				

#### Parent Involvement:

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

	Very Satisfied	Satisfied	Somewhat Satisfied	Not Satisfied
The school communicates regularly regarding my child's academic progress, and it is easy to understand.	28	12	0	0
Accessibility of teachers and openness to parents	30	9	1	0
Opportunities available for parent participation.	28	11	1	0
The school assists me in understanding the course content, achievement, and tests that my child takes.	24	14	2	0

**PROGRAM EFFECTIVENESS RESULTS**  
**2010-2011 School Year**

**Title I Teacher Survey Results 2010-2011 -- COX**

1. **Name of the Title I Reading Clinic teacher that served your students:** Laurie Frandsen.
2. **Have you noticed differences in the students who participated in the Title I Reading Clinic program?**

14    ☒ Yes    ☐ No

**Please explain:**

- Confidence!
- The students have increased their reading abilities significantly. Fantastic improvement in all areas!
- Better readers, better attitude towards reading, more confidence
- Students show so much improvement and confidence. They enjoy going and feel so successful with their accomplishments during Reading Clinic and have greater success in the classroom.
- They are more confident. They are proud of themselves, especially as they reach goals and are awarded with books and number of words slips.
- Their enthusiasm soared! They increased their reading speed and improved in reading group.
- My students started far below grade level and are all at or above grade level now.
- Students improved in reading fluency and comprehension, DIBELS scores, and overall attitude towards reading.
- Lulu attempts reading in a more confident manner. She has learned skills that help during her comprehension and vocabulary assessments.
- My students improved dramatically in ORF scores, phonemic awareness, and confidence.
- Student is excited about reading and enjoys participating in R.C. program. Good self-image.
- They have improved in confidence and ability (fluency and sight words).
- More confidence; increase fluency rate.
- I feel they've made normal growth this year but can't directly attribute it to Reading Clinic.

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

13    Attitude towards reading  
11    Vocabulary  
11    Comprehension  
11    Phonetic/instructional analysis  
11    Fluency  
2    Other confidence, reading with expression

4. **How many of your Title I students will meet ELA grade level standards at the end of this year?** 36+    **How many will not?** 7

**PROGRAM EFFECTIVENESS RESULTS**  
**2010-2011 School Year**

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

- She is being tested for RSP.
- They are successful but some are borderline and will need support next year.
- Only 1 of the 3 students missed Benchmark in nonsense word fluency. I feel it is due to confused over long/short vowels with is common at first grade (sic). That student made the other Benchmarks.
- They need services beyond Reading Clinic.
- These students are simply just slower thinkers, workers, readers, etc., and will therefore not read at the correct ORF rate for the 1<sup>st</sup> grade 3<sup>rd</sup> trim.
- Made fine progress throughout the year.

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

14

☐ Yes ☐ No

**6. Additional comments:**

- This is an instrumental program for struggling readers. Laurie is a fantastic teacher and the students have shown considerable improvements in their reading skills.
- Laurie Frandsen is wonderful! I could not have gotten all my children to reach grade level standard without her.
- Laurie has such a great relationship with the students. They feel so cared for and want to work hard for her. She teaches them in a caring and structured way so that each child just seems to excel!
- Mrs. Frandsen is very professional and very proficient in skills needed to be a Reading Clinician. Kids love her, are eager to attend the clinic, and are motivated to read because of the encouragement she provides.
- Laurie is amazing! She's good with the kids and so easy to talk to and work with as a peer. I hope we will always have her as a reading clinician at Cox!
- Mrs. Frandsen is a tremendous asset. We are very lucky to have her and the program at Cox.
- Laurie is always a pleasure to work with!
- Working with Mrs. Frandsen is wonderful. Her regular updates have allowed the teachers to reinforce the skills supported at Reading Clinic with what is taught in class. She works closely with the teachers regarding progress, struggles, and specific student issues.
- Our reading clinician has been magnificent. She provided appropriate and successful interventions to all of my Title I students. She was flexible, her communication was clear, and my students progressed significantly.
- Excellent at all times!
- Laurie is great!
- I would prefer if the reading Clinic teacher would work with students who are more at risk.
- I would rather have the clinician pull below basic students to work with rather than the almost proficient.

**PROGRAM EFFECTIVENESS RESULTS**  
**2010-2011 School Year**

**Title I Student Survey Results 2010-2011 - Cox**

(Sampling – all survey results are on file in the Office of Assessment and Accountability)

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

- Doing the timer and doing my words. And I like reading and we get a three second drink and we get stickers when we past are (sic) word. We read animals and we hug stuffed animals.
- I like reading clinic because I get to read by myself. And I like to be tested on my words so I can get a bookmark or book.
- You get to DIBEL and when you past (sic) words you get to get books.

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

- No, no, I would not because it is great but because my mom times me and I have too much books that I buy and my mom said I have to read.
- Yes, because we get to take turns and I get more things in my head.
- No I would not. Because it's fun sometimes, it's not the other. That's why, but I like it. The fun times are cool. It's cool.

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

- Reading Clinic is really fun and before I didn't like to read but now that I went to Reading Clinic I love to read reading is wonderful (sic)!
- That you always have enough time to do something.
- I would like to tell you that I am so happy that I am in reading clinic, and it is like going home early from school. It is so fun.



**PROGRAM EFFECTIVENESS RESULTS**  
**2010-2011 School Year**

**Title I Parent Involvement Survey 2010-2011 - OKA**

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

**Academic Program:**

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

	Very Satisfied	Satisfied	Somewhat Satisfied	Not Satisfied
Quality of instruction for reading	16	4	1	
Quality of instruction for math	12	8	1	
Materials to support the curriculum such as classroom materials, library, etc.	11	9	1	
Use of computers and other technology	11	9	1	
Academic standards and expectations	9	8	1	
Other (please specify)				

**Parent Involvement:**

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

	Very Satisfied	Satisfied	Somewhat Satisfied	Not Satisfied
The school communicates regularly regarding my child's academic progress, and it is easy to understand.	11	8	2	
Accessibility of teachers and openness to parents	11	9	1	
Opportunities available for parent participation.	15	5	1	
The school assists me in understanding the course content, achievement, and tests that my child takes.	10	8	3	
Frequent communication with my child's teacher.	11	7	3	
Other (please specify)				

**PROGRAM EFFECTIVENESS RESULTS**  
**2010-2011 School Year**

**School Environment:**

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

	Strongly Agree	Agree	Disagree	Not Sure
There are high standards for student conduct at the school.	14	7		
The facilities are clean and inviting.	14	6	1	
The school has security procedures that are consistently followed.	12	8	1	
The school is safe for students and staff.	14	7		
Other (please specify)				

**Parent Information:**

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

	Yes	No
Would you be willing to volunteer at school?	17	4
Does your child spend more than one hour per night on homework?	16	5
Is your child able to complete the homework with little support from you?	18	3
Would you like to have more parent training? Please list your needs below.	10	10
Would you support your child during the summer with summer learning materials?	21	
Other (please specify)		

**PROGRAM EFFECTIVENESS RESULTS**  
**2010-2011 School Year**

**Title I Teacher Survey Results 2010-2011 – OKA**

1. **Name of the Title I Reading Clinic teacher that served your students:** Carrie Desormiers.
2. **Have you noticed differences in the students who participated in the Title I Reading Clinic program?**

10 ☐ Yes ☐ No

**Please explain:**

- Improvement in L/A, especially sight words and comprehension.
- They all loved Reading Clinic. They made fantastic growth in all areas of skill development and attitude towards reading.
- Benchmark scores improved.
- Their basic reading/decoding skills have improved. They are willing and eager to read. They are loving reading and happier students more willing to risk.
- The students were empowered and gained skills and confidence.
- Fluency.
- Better comprehension and fluency.
- Improvement in reading fluency and reading for pleasure.
- In class they mention the strategies they have been taught and make connections of things learned in Reading Club.

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

  9   Attitude towards reading  
  8   Vocabulary  
  8   Comprehension  
  8   Phonetic/instructional analysis  
 10  Fluency  
  1  Other - Tests

4. **How many of your Title I students will meet ELA grade level standards at the end of this year?**   37+   **How many will not?**   19

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

- He needs to be assessed for RSP.
- Mostly because of how far behind they were when they started.
- They made tremendous growth this year, but still need Reading Clinic support in 3<sup>rd</sup> grade.
- They need more time with a reading specialist in a small group.
- More time with the reading clinician in small groups helps most at an early age. Perhaps more time could be allocated to Kindergarten.

**PROGRAM EFFECTIVENESS RESULTS**  
**2010-2011 School Year**

- He is being tested in the fall.
- Lack of parental support. Issues such as focus and attentiveness.
- One has a lack of focus and effort and one is an EL student.

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

10 ☒ Yes ☐ No

**6. Additional comments:**

- Carrie is fabulous!
- The Reading Clinician's reports and comments were comprehensive, insightful, and useful. It was also very helpful to have the Reading Clinician test new students.
- Carrie is a FANTASTIC reading clinician. It has been a pleasure and honor to work with her.
- Carrie does an excellent job of communicating with staff and parents. I especially like the test taking strategies she teaches the students.
- Kindergarten needs more time, interventions are more powerful the earlier they are put in place.
- I would recommend more time with Kindergarten students in order to keep them up to first grade entry standards. It makes a huge difference in attitude and skills.
- She always does a great job with the students.
- Carrie does a fabulous job. She is prompt and professional. The students enjoy going to her class.
- Carrie runs a well-organized, standards-based program. Students get excited to go.

**PROGRAM EFFECTIVENESS RESULTS**  
**2010-2011 School Year**

**Title I Student Survey Results 2010-2011 – OKA**

(Sampling – all survey results are on file in the Office of Assessment and Accountability)

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

- Visualizing and story and nonsense words.
- Reader's Theater.
- I like it when we have fun with the games like making things and playing board games and Reader's Theater.

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

- I love to go to reading clinic it helps you so many ways.
- Maybe because we could struggle again in fourth grade.
- Yes, because in case I need help with comprehension I could use help.

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

- I like Reader's Theater, because I can act like it's a play, and it feels like real life.
- Reading Clinic is a good program for all kids. It makes them get A+s for tests. I like this club because it is fun to read and this is better than Sylvan Learning center. I have never been there but I know Reading Clinic is better.
- We play really fun things in here. We read a lot. Read one words a lot and we also play games.



# 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  
May 17, 2012

## Memorandum

**TO:** Anne Silavs, Assistant Superintendent, Instruction

**FROM:** Julianne Hoefer, Director, Assessment and Accountability

**DATE:** May 7, 2012

**SUBJECT:** 2012-2015 Education Technology Plan

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### Background

As part of the Enhancing Education Through Technology program, the Fountain Valley School District is required to complete a District Education Technology Plan every three years. The District recognizes the essential part that technology plays in the education of our students. It is the belief of Fountain Valley School District that to prepare students for 21<sup>st</sup> Century careers that technology must be infused into learning, teaching, and demonstrating understanding. Technology has the power to strengthen and enrich educational experiences across all content areas and facilitates creative expression. The Fountain Valley School District Technology Plan will serve as a guide which outlines goals, objectives, benchmarks, and implementation activities.

The Fountain Valley School District's plan for integrating technology into Board adopted curriculum content is based upon the District's educational vision, District Goals, Board Interests, and its commitment to high academic standards. The vision that drives technology planning is the same vision that drives school-wide improvement.

The complete document is available in the Office of Assessment and Accountability.

### Recommendation

It is recommended that the Fountain Valley School District Education Technology Plan (2012-2015) be approved by the Board of Trustees.



# **Education Technology Plan**

**July 1, 2012 – June 30, 2015**

<b>District Name:</b>	<b>Fountain Valley School District</b>
<b>CDS Code:</b>	<b>30-66498</b>
<b>District Phone Number:</b>	<b>714.843.3200</b>
<b>Ed Tech Plan Contact Name:</b>	<b>Julianne Hoefer, Ph.D.</b>
<b>Contact Title:</b>	<b>Director, Assessment and Accountability</b>
<b>Contact Phone Number:</b>	<b>714.843.3268</b>
<b>Contact E-mail:</b>	<b>hoeferj@<u>fvsd.k12.ca.us</u></b>



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# Introduction

The Fountain Valley School District (FVSD) Educational Technology (Ed Tech) Plan is intended to serve as both a guide for technology-related decision making and an instrument to monitor and evaluate progress toward identified goals and objectives. FVSD recognizes the key role technology plays in the preparation of our students for work in the 21st Century. The prevalence of technology in the everyday lives of students has grown at a rate that many find hard to imagine. Today's young people are "digital natives." They have been born into a world rich in technology and have no conception of life without it.

The vision of FVSD is to enable the school community not only to use fully-integrated technology to enhance and support learning and teaching of the core curriculum, but to promote the exchange of ideas, resources, and communication, to cooperate and collaborate in a socially responsible manner, and to become active life-long participants in a global society. Technology is fundamental in student learning. It enhances, supports, and makes learning relevant for all students as they strive to meet or exceed grade level academic standards. Technology facilitates a shift from a focus on memorization to complex interdisciplinary problem solving, a necessary skill for student success in the 21st Century workplace.

## District Profile

FVSD is located in Orange County and covers three square miles. The following data provides information regarding students and teachers in FVSD during the 2011-2012 school year. It was gathered from resources available on the California Department of Education website, Ed Data (<http://www.ed-data.k12.ca.us/welcome.asp>) and Dataquest (<http://data1.cde.ca.gov/dataquest/>).

Fountain Valley School District 2011-2012 School Data				
	Number of Schools	Enrollment	Full-Time Equivalent Teachers	Pupil-Teacher Ratio
Elementary	8	4064	166.5	24.4:1
Middle	3	2251	93	24.2:1
Total	11	6315	259.5	24.3:1

Fountain Valley School District, Students by Ethnicity 2011-2012		
	District	
	Enrollment	Percent of Total
American Indian	31	0.5%
Asian	2168	34.3%
Pacific Islander	39	0.6%
Hispanic	995	15.8%
African American	59	0.9%
White	2841	45.0%
Multiple/No Response	134	2.1%
Decline to State	48	0.8%
Total	6315	100%

Fountain Valley District, Student & Teacher Data 2011-2012	
English Learners	734
Fluent-English Proficient Students	1092
Students Redesignated FEP	786
% Fully Credentialed teachers	100
Pupil Teacher Ratio	24.3
Avg. Class Size	28.4
Free or Reduced Price Meals	1389

## Section 1: Plan Duration Criterion

The FVSD Ed Tech Plan will be in effect from July 1, 2012 through June 30, 2015 and replaces the previous plan which expires on June 30, 2012. This plan will guide the District's use and integration of technology for the next three years.

## Section 2: Stakeholders Criterion

The stakeholders of this technology plan include:

- Students
- Teachers
- Administrators
- Parents
- Community and Business Leaders
- District Office Staff

The process used to update of the FVSD Ed Tech Plan included studying current practices and research. Input was solicited from the Technology Coordinators who represent each school site, as well as, school and District administrators. Partly as a result of the hardware audit and continuing economic crisis, the Board of Trustees decided to consider pursuing a technology bond. Thus, student, parent, and community input will be sought at a later date. If a bond is passed, there will be an oversight committee with broad representation to provide input. If it is decided not to pursue a bond or the bond does not pass, a committee will be established to review and make suggestions on the FVSD Ed Tech Plan by June 30, 2013.

### District Personnel

#### *Curriculum/Education Technology*

- Anne Silavs, Assistant Superintendent, Curriculum/Instruction
- Julianne Hoefer, Director, Assessment and Accountability

The Assistant Superintendent of Instruction and the Director of Assessment and Accountability facilitate the development of broad and inclusive goals and objectives related to student achievement including learning, teaching, assessment and curriculum as they relate to the integration of technology.

#### *Technology Personnel*

- Frank Pitoniak, IT Supervisor
- Parham Sadegh, Computer Network Specialist 2
- Christian Yepiz, Technology Support Specialist
- Julianne Hoefer, Director, Assessment and Accountability
- Dodi Palmer, Senior Secretary
- Belinda Burroughs, Instructional Services Technician

The IT Supervisor, Computer Network Specialist 2, and Technology Support Specialist oversee technology as a productivity tool including infrastructure and funding. Together with the Director, Assessment and Accountability, they facilitate and monitor the implementation of the goals and objectives of the FVSD Ed Tech Plan.

#### *Financial Personnel*

- Scott Martin, Director, Fiscal Services

The Director of Fiscal Services and his staff supervise the use the technology funds and assist with budget issues.

#### *Site Administrators*

- Chris Christensen, Principal, Courreges Elementary School
- Patrick Ham, Principal, Cox Elementary School
- Jennifer Perkins, Principal, Fulton Middle School
- Joyce Buehler, Principal, Gisler Elementary School
- Chris Mullin, Principal, Masuda Middle School
- Erin Bains, Principal, Moiola Elementary School (closing June, 2012)
- Kathy Davis, Principal, Newland Elementary School
- Erik Miller, Principal, Oka Elementary School
- Julie Ballesteros, Principal, Plavan Elementary School
- Cara Robinson, Principal, Talbert Middle School
- Jay Adams, Principal, Tamura Elementary School

Site administrators play a key role in the Ed Tech Plan. They provide site level perspectives on the plan, monitor teacher performance and student learning, make recommendations for adjustments to the plan based on teacher and student performance, ensure the use of District-adopted materials, and provide input on how technology can better support the mastery of the California State Standards and the transition to the Common Core State Standards.

#### *Site Teachers (Technology Coordinators)*

- Patti Ostovarpour, Courreges Elementary School
- Todd Kubota, Cox Elementary School
- Teri Langston, Cox Elementary School
- Viet Phan, Fulton Middle School
- Lisa Decidue, Gisler Elementary School
- Kate Dillon, Moiola Elementary School
- Ed Eldridge, Masuda Middle School
- Amanda Kitahara, Newland Elementary School
- Terry Johnston, Newland Elementary School
- Jeanie Moussa-Zahab, Oka Elementary School
- Marilyn Ryan, Plavan Elementary School
- Jeff Marbut, Talbert Middle School
- Daryl Osborne, Tamura Elementary School

The Technology Coordinators (Tech Coordinators) act as liaisons between the school and District staff, and provide input on the goals and assist with the implementation of the FVSD Ed Tech Plan.

### *Government Agency*

- Gayle Wayne, Orange County Department of Education Educational Technology Consultant

The Education Technology Consultant provided technical assistance, input, and read the plan.

### *Parents/Students*

Input will be sought from parent and student stakeholders. The time frame will vary according to whether or not the Board of Trustees decides to move forward with a bond initiative and its outcome.

### *Community Groups and Businesses*

- Matt Hannegan, Apple Account Executive

In November, 2011 eleven members of the FVSD community, including two Board of Trustees, the Superintendent, Assistant Superintendent, Instruction, technology staff, and site administrators flew to Cupertino, California to participate in an Apple Briefing. The purpose of the experience was to challenge preconceived notions about learning, teaching, assessment, and the learning environment as they relate to technology. This opportunity sparked a paradigm shift that influenced the writing of this plan.

## **Section 3: Curriculum Component Criteria**

This section reviews the current access to technology and how it is used to support FVSD's core curriculum. Specific goals are outlined with benchmarks that focus on the integration of technology as a teaching, learning, and assessment tool in order to help students master District standards, make the curriculum relevant, and transform the educational experience.

### Section 3a: Teacher and Student Access to Technology

Beginning in the 2012-2013 school year, there will be 10 schools in FVSD as a result of the closing of the K-8 school, seven will be K-5 elementary schools and three grades 6-8 middle schools. The students, staff, and equipment will be assigned to the remaining sites. Parts of the FVSD Ed Tech Plan reflect all 11 schools because the school closure/transition timeline conflicted with the completion of the document. Teachers at all schools in FVSD have access to a minimum of one multi-media computer with internet access in their classrooms. In addition, there are computers available in their library/media centers, physical computer labs, and/or mobile computer labs. The classroom computer serves as a management workstation. It is used for manage student grades, generate report cards, facilitate internal and external communication, and assist with curriculum and lesson planning.

Administrators have access to a variety of tools to support their roles and responsibilities. Each administrator has a computer with access to the internet, E-mail, Aeries (SIS), *Illuminate Education* (data warehouse and parent portal), ConnectEd (communication system), School Loop (site websites and parent portal), and BlackBerry (communication/security device). They serve numerous administrative functions such as communications, budget, evaluation documentation, discipline, and correspondence. In addition, each principal has an iPad with wifi capability which he/she can use throughout the campus for school management and/or communication.

Students have access to the computer lab/mobile labs at their school (1 per school minimum) for a minimum of one day per week and a maximum of three days per week. Lab times vary from 30-45 minutes in the elementary schools to 50-minute periods at the middle school. This includes students who receive special education services, English learners, GATE, and Title I students. Students have access during the regular school day at the discretion of the teacher to the computer in the classroom. School libraries also have computers available for student use. As a result of the ongoing financial crisis and a reduction in work hours, there is limited access of 10 hours per week, and the specific hours vary per site. Currently there is no access to technology at school sites before or after school due to decreased funding.

There is additional technology infused at certain sites and with specific students throughout the District. In 2011-2012, Support Services provided one iPad for each special education staff member. In addition, the PTA at one school purchased iPads and an Apple TV for every classroom teacher. In 2010-2011, one of the Title I schools had Smart Boards installed in every classroom to use in conjunction with a laptop and ELMO.

All classrooms have internet connectivity with at least 100 Mbps speed, limited classrooms have gigabyte speed and have access to a LAN, the District-wide WAN. In addition to internet access, three schools (one elementary and two middle schools) have video conferencing capabilities. Video editing and production is offered at the three middle schools. Technology in classrooms with students who receive special education includes an iPad and one to three computers, with appropriate software and applications. iPod usage is available at select elementary sites to develop listening, speaking, and reading skills for students who are English Learners.

Due to aging computers and an ongoing and lengthy economic crisis the ratio of computers to students has declined from eight-to-one in the Ed Tech Plan that expired June, 2012 to a current reality of 11-to-1. The information below is based on an audit conducted in November, 2011.

### *Elementary Schools*

Courreges Elementary School	
All students, including students who receive special education services, English learners, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer ( <i>*instructional use</i> )	35
Total # of computers* 4 years old or newer with Internet access	35
# of computers* in Classrooms	62
# of computers* in Library/media centers	4
# of computers* in Computer Labs	56

Cox Elementary School	
All students, including students who receive special education services, English learners, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer ( <i>*instructional use</i> )	69
Total # of computers* 4 years old or newer with Internet access	69
# of computers* in Classrooms	57
# of computers* in Library/media centers	3
# of computers* in Computer Labs	68

Gisler Elementary School	
All students, including students who receive special education services, English learners, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer ( <i>*instructional use</i> )	35
Total # of computers* 4 years old or newer with Internet access	35
# of computers* in Classrooms	44
# of computers* in Library/media centers	3
# of computers* in Computer Labs	35

Newland Elementary School	
All students, including students who receive special education services, English learners, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer ( <i>*instructional use</i> )	51
Total # of computers* 4 years old or newer with Internet access	51
# of computers* in Classrooms	68
# of computers* in Library/media centers	3
# of computers* in Computer Labs	45

Oka Elementary School	
All students, including students who receive special education services, English learners, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer ( <i>*instructional use</i> )	36
Total # of computers* 4 years old or newer with Internet access	36
# of computers* in Classrooms	46
# of computers* in Library/media centers	3
# of computers* in Computer Labs	34

Plavan Elementary School	
All students, including students who receive special education services, English learners, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer ( <i>*instructional use</i> )	37
Total # of computers* 4 years old or newer with Internet access	37
# of computers* in Classrooms	61
# of computers* in Library/media centers	2
# of computers* in Computer Labs	33

Tamura Elementary School	
All students, including students who receive special education services, English learners, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer ( <i>*instructional use</i> )	70
Total # of computers* 4 years old or newer with Internet access	70
# of computers* in Classrooms	54
# of computers* in Library/media centers	4
# of computers* in Computer Labs	67



## *Middle Schools*

### **Fulton Middle School**

All students, including students who receive special education services, English learners, and GATE students, have equal access to technology in the following areas:

Total # of computers* 4 years old or newer ( <i>*instructional use</i> )	13
Total # of computers* 4 years old or newer with Internet access	13
# of computers* in Classrooms	43
# of computers* in Library/media centers	25
# of computers* in Computer Labs	33

### **Masuda Middle School**

All students, including students who receive special education services, English learners, and GATE students, have equal access to technology in the following areas:

Total # of computers* 4 years old or newer ( <i>*instructional use</i> )	51
Total # of computers* 4 years old or newer with Internet access	51
# of computers* in Classrooms	48
# of computers* in Library/media centers	30
# of computers* in Computer Labs	48

### **Talbert Middle School**

All students, including students who receive special education services, English learners, and GATE students, have equal access to technology in the following areas:

Total # of computers* 4 years old or newer ( <i>*instructional use</i> )	63
Total # of computers* 4 years old or newer with Internet access	63
# of computers* in Classrooms	30
# of computers* in Library/media centers	3
# of computers* in Computer Labs	60

### **Moiola School (closing June, 2011)**

All students, including students who receive special education services, English learners, and GATE students, have equal access to technology in the following areas:

Total # of computers* 4 years old or newer ( <i>*instructional use</i> )	47
Total # of computers* 4 years old or newer with Internet access	47
# of computers* in Classrooms	60
# of computers* in Library/media centers	3
# of computers* in Computer Labs	45

## **Section 3b: Current Use of Hardware and Software**

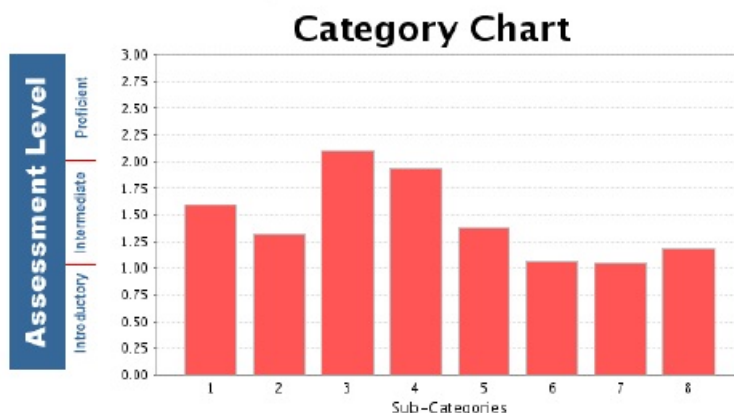
The use of hardware, software, and online resources to support teaching and learning is multi-functional. Technology is used for production, research, collaboration, publishing, practice, and progress monitoring. All focus on increasing the achievement and motivation of students. The following data provides a snapshot of the hardware, software, and online resources used to develop information literacy and integration of technology into, across, and through the curriculum. Current practice is that technology that is integrated into the core curriculum is used for word processing, reinforcement and practice, online research, and creating reports or projects.

Hardware, software, and online resources include the following:

- Microsoft Office Suite (productivity tool)
- iWork (productivity tool)
- iLife (production tool)
- iMovie and Garage Band (video production and editing)
- Site Builder web publishing software (video production)
- School Loop (online communication)
- Aeries (SIS)
- *Illuminate Education* (data management, gradebook, report card, and parent portal)
- Online assessments (Intel-Assess and Houghton Mifflin)
- Making the Grade and Easy Grade Pro (grading programs)
- Accelerated Reader (reading)
- Writers Workshop (writing)
- Study Island (reading/math)
- LeapFrog (reading, math)
- ST Math (math)
- STAR Math (math)
- Riverdeep (math)
- Orchard (math)
- ESL Reading Smart (ELD)
- WAIT and Earobics (Special Education)
- WAIT and Earobics (Special Education)
- SEIS (online web-based database for maintaining IEPs)
- Discovery United Streaming (content)
- Kidspiration (graphic organizer)
- Timeliner (graphic organizer)
- Mavis Beacon (keyboarding)
- Fitness Gram (report and assessment tool for physical education)
- Adobe Photoshop (used by middle schools in elective courses)
- iPods
- iPads
- StarBoards
- PC Tablets for StarBoards

The information below reflects results from the CDE EdTechProfile Legacy Technology Assessment Profile survey administered March, 2012. The first bar chart shows how teachers rated themselves on CCTC Program Standard 9: Using Technology in the Classroom administered in March, 2012. It includes fully and partially completed assessments based on 155 teachers or 55% of the 283 credentialed teachers in FVSD. The second bar chart illustrates how teachers rated themselves on CCTC Program Elements for Teaching Standard 16: Using Technology to Support Student Learning administered in March, 2012. It includes fully and partially completed assessments based on 154 teachers or 54% of the 283 credentialed teachers in FVSD.

Standard 9: Using Technology in the Classroom

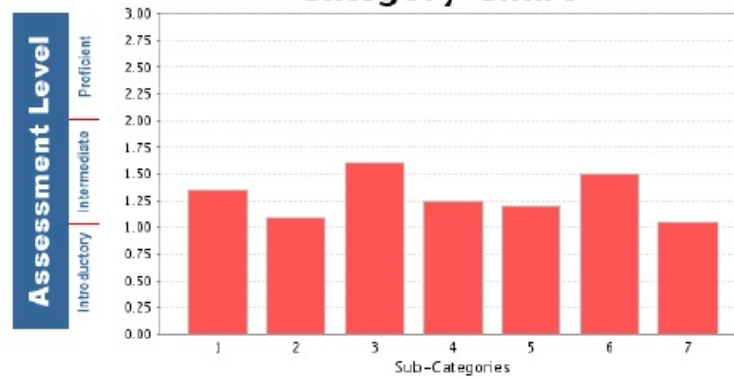


#### Key

- 1 - Each candidate considers the content to be taught and selects appropriate technological resources to support, manage, and enhance student learning in relation to prior experiences and level of academic accomplishment.
- 2 - Each candidate analyzes best practices and research findings on the use of technology and designs lessons accordingly.
- 3 - Standard 9d Each candidate uses computer applications to manage records and to communicate through printed media.
- 4 - Each candidate interacts with others using e-mail and is familiar with a variety of computer-based collaborative.
- 5 - Each candidate examines a variety of current educational technologies and uses established selection criteria to evaluate materials, for example, multimedia, Internet resources, telecommunications, computer-assisted instruction, and productivity and presentation tools. (See California State guidelines and evaluations)
- 6 - Each candidate chooses software for its relevance, effectiveness, alignment with content standards, and value added to student learning.
- 7 - Each candidate demonstrates competence in the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data gathered.
- 8 - Each candidate demonstrates knowledge of copyright issues and of privacy, security, safety issues and Acceptable Use Policies.

## Standard 16: Using Technology to Support Student Learning

**Category Chart**



### Key

- 1 - Each participating teacher communicates through a variety of electronic media.
- 2 - Each participating teacher interacts and communicates with other professionals through a variety of methods, including the use of computer-based collaborative tools to support technology enhanced curriculum.
- 3 - Standard Each participating teacher uses technological resources available inside the classroom or in library media centers, computer labs, local and county facilities, and other locations to create technology enhanced lessons aligned with the adopted curriculum.
- 4 - Each participating teacher designs, adapts, and uses lessons which address the students' needs to develop information literacy and problem solving skills as tools for lifelong learning.
- 5 - Each participating teacher uses technology in lessons to increase students' ability to plan, locate, evaluate, select, and use information to solve problems and draw conclusions. He/she creates or makes use of learning environments that promote effective use of technology aligned with the curriculum inside the classroom, in library media centers or in computer labs.
- 6 - Each participating teacher uses computer applications to manipulate and analyze data as a tool for assessing student learning and for providing feedback to students and their parents.
- 7 - Standard 16g Each participating teacher demonstrates competence in evaluating the authenticity, reliability and bias of the data gathered, determines outcomes, and evaluates the success or effectiveness of the process used. He/she frequently monitors and reflects upon the results of using technology in instruction and adapts lessons accordingly

### Section 3c: District's Curricular Goals

The mission of FVSD 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. FVSD strives to provide an environment that promotes academic excellence through the mastery of basic skills and challenges students to become life-long learners and to reach their highest potential.

The following three goals with actions listed below were adopted by the Board of Trustees and guide decisions, initiatives, and actions throughout the District.

*Goal 1: It is the goal of the Fountain Valley School District to increase our effectiveness in moving all students academically to proficiency level through the implementation of data driven instruction.*

- Principals will continue to work closely with teachers on implementation and effective use of the District's student achievement data management system (*Illuminate Education*) to support student progress monitoring and data-driven instruction.
- Principals will collaborate with staff to carve out protected time for Learning Walks and Professional Learning Community (PLC) meetings, in which teachers will examine their instructional practices and review student achievement data.
- The District will begin efforts to transition to the California Common Core State Standards in preparation for full implementation in the 2014-2015 school year. Additionally, the District will explore State Board of Education approved supplemental resources to support instruction in the new standards.
- Rewrite the District English Learner (EL) Master Plan to effectively meet the changing needs of the District's EL student population.
- Continue to refine District benchmark assessments for English/language arts and mathematics as necessary to ensure effective progress monitoring and data-driven instruction.

*Goal 2: It is the goal of the Fountain Valley School District to improve intervention instructional strategies and collaboratively work to improve instructional delivery for all students through the continued development of Professional Learning Communities.*

- In support of developing an effective Response to Instruction/Intervention (RtI2) model at all school sites, District and site administrators will continue working with staff to utilize assessment data to effectively deliver targeted instruction that meets the academic needs of all students.
- The Assistant Superintendent, Instruction, will continue to work with principals and teachers to support the on-going implementation and evaluation of the All-Day Kindergarten and Transitional Kindergarten programs. Additionally, the District will explore an Early Admission Kindergarten program for possible implementation in the 2013-2014 school year.
- Teachers will utilize flexible, small groups to effectively differentiate instruction and meet the academic needs of *all* students.
- Teachers will design instruction that ensures students are authentically and actively engaged in learning.
- The co-teaching model will be utilized at the middle school level to provide additional support for at-risk students and ensure access to the core curriculum.
- Recommendations from the District Writing Committee will be used to develop a comprehensive, articulated District wide writing program.
- Increased teacher and student access to current technology will support the development of 21st Century Learning Skills.

*Goal 3: It is the goal of the Fountain Valley School District to provide professional development for all instructional staff that will maximize the effectiveness of instruction and lead to all students reaching a proficiency level in the curricular subjects.*

- Teachers will receive professional development and on-going support in small group and differentiated instruction in order to effectively meet the needs of all students, including GATE, English Learners, Special Education, and at-risk students.
- Professional development will increase technology integration in the core curriculum.
- Additional training opportunities will be provided to principals and teachers to support effective use of the District's student achievement data management system (*Illuminate Education* ).

Additionally, the LEA was revised in January, 2011 and the addendum delineates additional specific actions and strategies with regards to:

- Data guided instruction,
- Differentiated instruction with intervention options,
- Alignment of instruction and assessment with State Standards/Common Core State Standards,
- High quality professional development,
- Equal access to technology and the acquisition of 21st Century skills, and
- Home-school communication.

Each school site wrote new Single Plans for Student Achievement which included the integration of technology into learning and teaching.

Other District and site planning documents and data that establish and/or guide our standards-based curriculum include:

- District-adopted State Content Standards for grades K-8
- Elementary and Secondary Education Act compliance/implementation documentation
- California STAR program (API)
- Federal ESEA program (AYP/AMAO)
- The District's Master Plan for English learners (EL) describes the policies for identifying, assessing, and reporting students who have a primary language other than English. This EL Master Plan provides details on the reclassification procedure and the English Language Development and instructional programs to be provided for EL students to assist them in meeting and/or exceeding District grade level standards.
- The District's Gifted and Talented (GATE) Plan provides challenging curriculum and instruction to gifted and talented students capable of achieving significantly beyond the level of their peers. The GATE plan supports the provision of services that are integrated into the regular school day as differentiated instruction that is based on the core curriculum.
- Board Policies and Administrative Regulations detail the District's philosophy and goals and policies and procedures regarding students, instruction, promotion and retention, equity, administration, personnel, community relations, and business.
- School Accountability Report Cards
- FVSD Board-adopted Educational Technology Plan

### Section 3d: Use of Technology to Support Curricular Goals

District and site leaders will work together with staff to effectively integrate technology into the curriculum. Educators will be supported through ongoing professional development that spirals learning and integrates technology, highlights and demonstrates model lessons, and correlates with adopted curriculum.

Goal 1: Technology will be integrated into all curricular areas to assist students in meeting District and State academic content standards and enhance learning, teaching, and demonstrating knowledge.			
Objective	Benchmark		
	June 30, 2013	June 30, 2014	June 30, 2015
1.1 By June 30, 2015, 50% of all professional development will include instructional strategies that integrate technology into classroom teaching, learning, and demonstrating knowledge.	By June 30, 2013, 15% of all professional development will include instructional strategies that integrate technology into classroom teaching, learning, and demonstrating knowledge.	By June 30, 2014, 30% of all professional development will include instructional strategies that integrate technology into classroom teaching, learning, and demonstrating knowledge.	By June 30, 2015, 50% of all professional development will include instructional strategies that integrate technology into classroom teaching, learning, and demonstrating knowledge.
1.2 By June 30, 2015, technology resources will be correlated with the District adopted curriculum in English/language arts (ELA), Math, Social Science, and Science.	By June 30, 2013, technology resources will be correlated with the adopted ELA curriculum.	By June 30, 2014, technology resources will be correlated with the adopted ELA and math curriculum.	By June 30, 2015, technology resources will be correlated with the adopted ELA, math, Social Science, and Science curriculum.
1.3 By June 30, 2015, 75% of staff members will participate in training on at least one of the collaboration tools offered through Google Apps.	By June 30, 2013, 25% of staff members will participate in training on at least one of the collaboration tools offered through Google Apps.	By June 30, 2014, 50% of staff members will participate in training on at least one of the collaboration tools offered through Google Apps.	By June 30, 2015, 75% of staff members will participate in training on at least one of the collaboration tools offered through Google Apps.
Implementation			
<p>Objective 1.1 To produce systematic change it is essential that FVSD build teacher capacity to integrate technology into learning, teaching, and demonstration of knowledge. Currently, technology integration has not been infused into professional development in a systematic manner. In addition to technology specific trainings, technology will be highlighted during monthly Principal meetings, Tech Coordinator meetings and non-technology specific professional development.</p> <p>Objective 1.2 Most of the District adopted curriculums have a technology component. However, currently no consolidated list of resources exists. With the help of the Tech Coordinators, a list will be established of software and online resources that are available and used by teachers throughout FVSD. The list will be updated June of each year.</p> <p>Objective 1.3 To realize the maximum benefit of the transition to Google mail, professional development will be offered in two manners. For those applications which will be rolled out district wide, training will be provided during regular staff meetings. Whereas, optional trainings will be offered throughout the year on those applications which have high interest, such as Google Video and Google Sites, but are not slated for district wide implementation.</p>			

Curricular Component Monitoring
<p>Objective 1.1 Agendas for technology training, principals meetings, Tech Coordinator meetings, and non-technology specific trainings will be kept and annually analyzed for technology integration strategies. Surveys will be administered at the end of the professional development opportunity and analyzed to measure effectiveness. Responsibility: Office of Assessment &amp; Accountability</p> <p>Objective 1.2 Correlations to adopted textbooks will be made available possibly through a Google App and updated as needed. Responsibility: Tech Coordinators, Office of Assessment &amp; Accountability and IT Department</p> <p>Objective 1.3 Agendas for Google trainings will be kept and participation will be tracked. A survey will be developed which measures technology integration and the use of Google Apps. Responsibility: Office of Assessment &amp; Accountability and IT Department</p>

### Section 3e: Student Acquisition of Technology and Information Literacy Skills

FVSD is committed to providing students the opportunity to engage in 21<sup>st</sup> Century skill building. Based on the International Society for Technology in Education's (ISTE) National Education Technology Standards for Students (NETS S) skills and the California Standards, students in FVSD will be engaged in a variety activities that blend the two – content mastery in conjunction with creativity, innovation, communication, collaboration, research and information fluency, critical thinking, problem solving, digital citizenship, and technology operation.

Goal 2: Grade level technology and information literacy skills based on the National Educational Technology Standards for Students (NETS S) will be integrated across all curricular areas.			
Objective	Benchmark		
	June 30, 2013	June 30, 2014	June 30, 2015
2.1 By June 30, 2015, at least one sample lesson plan per grade level that supports information literacy will be developed and shared district wide.	By June 30, 2013, at least one sample lesson plan that supports information literacy for grades 3-5 will be developed and shared district wide.	By June 30, 2014, at least one sample lesson plan that supports information literacy for grades 6-8 will be developed and shared district wide.	By June 30, 2015, at least one sample lesson plan that supports information literacy for grades K-2 will be developed and shared district wide.
2.2 By June 30, 2015 95% of students will use developmentally appropriate software and hardware to research, organize, and creatively present final products to blend content mastery with technology and literacy skills.	By June 30, 2013 students in grades 3-5 will use developmentally appropriate software and hardware to research, organize, and creatively present final products to blend content mastery with technology and literacy skills.	By June 30, 2014 students in grades 3-8 will use developmentally appropriate software and hardware to research, organize, and creatively present final products to blend content mastery with technology and literacy skills.	By June 30, 2015 students in grades K-8 will use developmentally appropriate software and hardware to research, organize, and creatively present final products to blend content mastery with technology and literacy skills.



Implementation
Objective 2.1 Over the course of the duration of the plan, the Instruction Division will facilitate the development of lessons that integrate information literacy with grade level standards instruction. The Tech Coordinators will serve as liaisons to identify model lessons and expert teachers to assist in the endeavor.
Objective 2.2 In conjunction with Objective 2.1, the lessons developed will include a final product that blends content mastery with technology and literacy skills.
Curricular Component Monitoring
Objective 2.1 Model lessons and guidelines for integrating information literacy with grade level standards will be made available possibly through a Google App and updated as needed. Responsibility: Tech Coordinators, Instruction Division, Office of Assessment & Accountability, and IT Department
Objective 2.2 Embedded in the model lessons and guidelines for integrating information literacy with grade level standards will be final student products. They will be made available possibly through a Google App and updated as needed: Tech Coordinators, Office of Assessment & Accountability and IT Department

### Section 3f: Appropriate and Ethical Use of Technology

FVSD recognizes that technology is the vehicle to access the most current and extensive information available. While the District and each school sites have policies regarding academic dishonesty and plagiarism, the reality is that many students do not understand it. This is particularly true for commercial music and images. A renewed effort to educate students on citing sources, producing original work, and on general copyright laws will help with this situation.

Goal 3: Students and staff will build knowledge of the ethical use of information including U.S. copyright laws, lawful downloading and peer-to-peer file sharing, plagiarism, Fair Use, and intellectual property rights.			
Objective	Benchmark		
	June 30, 2013	June 30, 2014	June 30, 2015
3.1 By June 30, 2015, 100% of students will receive age-appropriate information and resources on lawful and unlawful uses of copyrighted works, Fair Use guidelines, and respecting intellectual property.	By June 30, 2013, 100% of students in grades 6-8 will receive age-appropriate information and resources on lawful and unlawful uses of copyrighted works, Fair Use guidelines, and respecting intellectual property.	By June 30, 2014, 100% of students in grades 4-8 will receive age-appropriate information and resources on lawful and unlawful uses of copyrighted works, Fair Use guidelines, and respecting intellectual property.	By June 30, 2015, 100% of students in K-8 will receive age-appropriate information and resources on lawful and unlawful uses of copyrighted works, Fair Use guidelines, and respecting intellectual property.
3.2 By June 30, 2015, 100% of students and all staff will utilize copyright-friendly media from a variety of websites and learn how to correctly cite multimedia.	By June 30, 2013, 100% of students in grades 6-8 and all staff will utilize copyright-friendly media from a variety of websites and learn how to correctly cite multimedia sources.	By June 30, 2014, 100% of students in grades 3-8 and all staff will utilize copyright-friendly media from a variety of websites and learn how to correctly cite multimedia sources.	By June 30, 2015, 100% of students in grades K-8 and all staff will utilize copyright-friendly media from a variety of websites and learn how to correctly cite multimedia sources.

Implementation
<p>Objective 3.1 A grade span appropriate copyright and Fair Use Keynote presentation will be created for teachers to share with their students in the classroom and/or computer lab. In addition, resources and information will be compiled to train and inform staff on the various issues that surround lawful use of media and copyrighted works.</p> <p>Objective 3.2 In conjunction with the implementation of Goal 2 and Objective 2.1 and 2.2, students will be expected to utilize copyright-friendly media in their projects and cite their sources.</p>
Curricular Component Monitoring
<p>Objective 3.1 A copyright and Fair Use Keynote presentation will be developed and distributed for teachers to use with their students. For students in second through eighth grades, the presentation will involve a short quiz that will be scanned into <i>Illuminate Education</i>. Site administrators will verify that teachers teach the lesson, administer the quiz, and scan it into <i>Illuminate Education</i>. The results will be shared to ensure student mastery. Responsibility: Site Administrators, Office of Assessment &amp; Accountability and IT Department</p> <p>Objective 3.2 Embedded in the model lessons and guidelines for integrating information literacy with grade level standards (Objective 1.1) will be final student products (Objective 1.2). Students will be expected to cite their sources. A random sample of projects will be examined to determine the extent to which students met the criteria. Responsibility: Technology Coordinators, Office of Assessment &amp; Accountability and IT Department</p>

### Section 3g: Internet Safety

FVSD recognizes the need to continue to raise awareness about Internet safety, online privacy, and online predators. Information, resources, and lesson will be provided for students, parents, and teachers. All students and parents sign the *Student Internet Access Agreement*.

Goal 4: Students, staff, and parents will build knowledge of Internet safety, including how to protect online privacy and avoid online predators.			
Objective	Benchmark		
	June 30, 2013	June 30, 2014	June 30, 2015
4.1 By June 30, 2015, all students will receive age-appropriate information and resources on Cybersafety, including how to protect online privacy and avoid predators.	By June 30, 2013, all 6-8 students will receive age-appropriate information and resources on Cybersafety, including how to protect online privacy and avoid predators.	By June 30, 2014, all 4-8 students will receive age-appropriate information and resources on Cybersafety, including how to protect online privacy and avoid predators.	By June 30, 2015, all K-8 students will receive age-appropriate information and resources on Cybersafety, including how to protect online privacy and avoid predators.
4.2 By June 30, 2015 at least five resources on Cybersafety will be posted on the District website and publicized through home-school communication.	By June 30, 2013 at least two resources on Cybersafety will be posted on the District website and publicized through home-school communication.	By June 30, 2014 at least three resources on Cybersafety will be posted on the District website and publicized through home-school communication.	By June 30, 2015 at least five resources on Cybersafety will be posted on the District website and publicized through home-school communication.

Implementation
<p>Objective 4.1 Over the course of the duration of the plan, the Instruction Division will facilitate the development of lessons that address Cybersafety, online privacy and predators. Existing resources will be researched and identified. The Tech Coordinators will be provided the opportunity to give input on the appropriateness and effectiveness of the lessons.</p> <p>Objective 4.2 Currently there are six Internet Safety resources listed on the District website. Each will be evaluated to determine whether it is still effective and relevant. Additional resources will be added to ensure that at minimum the number listed in the goal is reached.</p>
Curricular Component Monitoring
<p>Objective 4.1 A Cybersafety Keynote presentation will be developed and distributed for teachers to use with their students. Site administrators will ensure teachers teach the lesson. A pre and post test will be developed to administer to measure student understanding. Responsibility: Technology Coordinators, Site Administrators, Office of Assessment &amp; Accountability and IT Department</p> <p>Objective 4.2 Resources will be identified and posted for parents and teachers on the District website. To evaluate the appropriateness and usefulness of the resources a sample of parents will be surveyed. Results from the survey will determine if any additional modifications need to be made to the current resources. Responsibility: Office of Assessment &amp; Accountability and IT Department</p>

### Section 3h: Equitable Technology for All Students

Equitable access to technology is a core belief in FVSD. Due to the ongoing and lengthy economic crisis, a great deal of technology is aging and does not adhere to the four year refreshment rate. 85% of teacher desktops are older than four years. Students whose teachers have newer workstations generally receive special education services or attend one of the Title I schools. This is primarily due to an infusion of Federal American Recovery and Reinvestment Act (ARRA) money, as well as, other categorical funding. Very little General Fund money has been used to purchase teacher workstations, it has been used primarily to repair existing hardware and only when absolutely necessary replace one. Currently there is no refreshment plan in place which is part of the reason why a technology bond is under consideration. If a bond is passed, equity would occur and our goal to return to an 8-1 computer to student ratio would over time likely be exceeded.

Goal 5: All students will have equal access to technology in their classrooms to support academic achievement.			
Objective	Benchmark		
	June 30, 2013	June 30, 2014	June 30, 2015
5.1 Continue to seek and secure technology funding from grants to purchase hardware, software, and online subscriptions for classroom use, giving priority to schools with the highest instructional needs.	Continue to seek and secure technology funding from grants to purchase hardware, software, and online subscriptions for classroom use, giving priority to schools with the highest instructional needs.		
5.2 By June 30, 2015, the District average student to computer ratio will be 8:1 or better based on and meeting the CDE defined up-to-date multimedia computer of four years old or newer (pending adequate funding).	By June 30, 2013 the District average student to computer ratio will be 10:1 or better based on and meeting the CDE defined up-to-date multimedia computer of four years old or newer (pending adequate funding).	By June 30, 2014, the District average student to computer ratio will be 9:1 or better based on and meeting the CDE defined up-to-date multimedia computer of four years old or newer (pending adequate funding).	By June 30, 2015, the District average student to computer ratio will be 8:1 or better based on and meeting the CDE defined up-to-date multimedia computer of four years old or newer (pending adequate funding).
5.3 By June 30, 2015, increase the percent of teachers who self select proficient by 30% on the CDE EdTechProfile survey indicating an increase in knowledge and integration of technology into teaching and learning.	By June 30, 2013 increase the percent of teachers who self select proficient by 10% on the CDE EdTechProfile survey indicating an increase in knowledge and integration of technology into teaching and learning.	By June 30, 2014 increase the percent of teachers who self select proficient by 20% on the CDE EdTechProfile survey indicating an increase in knowledge and integration of technology into teaching and learning.	By June 30, 2015 increase the percent of teachers who self select proficient by 30% on the CDE EdTechProfile survey indicating an increase in knowledge and integration of technology into teaching and learning.
Implementation			
<p>Objective 5.1 The Instruction Division will continue to proactively seek outside support for technology. During the 2011/2012 school year, Hyundai motors donated approximately \$50,000 in order to establish an ST Math lab at one school. The proposal which secured the donation was collaboratively created by school and district leaders. This type of collaboration will continue indefinitely.</p> <p>Objective 5.2 Together the IT Department and Office of Assessment and Accountability will continue to find ways to improve the student computer ratio that have previously not been considered such as the purchase of refurbished units or distribution of donated devices.</p> <p>Objective 5.3 Knowledge and integration of technology is expected to increase through the implementation of the following activities, integration of Google Apps (1.3), model lessons and student products (Objectives 2.1, 2.2, 3.2), correlation of technology with district adopted curriculum (Objective 1.2), Copyright &amp; Fair Use Keynote presentation (3.1), and Cybersafety keynote presentation (4.1).</p>			
Curricular Component Monitoring			
Objective 5.1 Potential grant opportunities and funding sources will be proactively sought.			

Responsibility: Office of Assessment & Accountability and IT Department

Objective 5.2 The IT Department will research and pilot solutions to reduce the student to computer ratio rather than rely solely on new units. Responsibility: Office of Assessment & Accountability and IT Department

Objective 5.3 The March, 2012 CDE EdTechProfile survey results will serve as the baseline to determine the extent to which teachers integrate technology into learning, teaching, and demonstration of understanding. Growth will be measured annually with the completion of the same tool. Responsibility: Office of Assessment & Accountability

### Section 3i: Student Record Keeping and Assessment

In FVSD, all student assessment results are housed in the *Illuminate Education* data warehouse repository. For students in second through eighth grades, this includes but is not limited to district benchmarks and statewide CST assessments. In addition, third through fifth grade teachers also utilize the *Illuminate Education* grade book and create report cards through the system. Self-selected third through fifth grade teachers also utilize the parent portal. Middle school teachers use School Loop for grading and to communicate grade information to parents. The use of technology has helped site and district administrators, teachers, and other district personnel access data to track student achievement and growth.

FVSD values data-guided instruction. Principals and teachers continue to spend time analyzing results of benchmarks and statewide testing to ensure that students meet or exceed grade level standards or making progress towards that. For those that do not meet grade level standards, data guides their instruction to ensure they continue to be challenged as much as possible while supported appropriately.

Goal 6: Technology will be used to support academic achievement and improve efficiency through the management of records, assessment results, and student information.

Objective	Benchmark		
	June 30, 2013	June 30, 2014	June 30, 2015
6.1 By June 30, 2015, 90% of second through eighth grade teachers will go beyond administration of District benchmarks and use the results to guide instruction.	By June 30, 2013, 50% of second through eighth grade teachers will go beyond administration of District benchmarks and use the results to guide instruction.	By June 30, 2014, 75% of second through eighth grade teachers will go beyond administration of District benchmarks and use the results to guide instruction.	By June 30, 2015, 90% of second through eighth grade teachers will go beyond administration of District benchmarks and use the results to guide instruction.
6.2 By June 30, 2015, 90% of second through eighth grade teachers utilize <i>Illuminate Education</i> to monitor progress beyond the current District benchmarks.	By June 30, 2013, 50% of second through eighth grade teachers utilize <i>Illuminate Education</i> to monitor progress beyond the current District benchmarks.	By June 30, 2014, 75% of second through eighth grade teachers utilize <i>Illuminate Education</i> to monitor progress beyond the current District benchmarks.	By June 30, 2015, 90% of second through eighth grade teachers utilize <i>Illuminate Education</i> to monitor progress beyond the current District benchmarks.

Implementation	
Objective 6.1	The Instruction Division will continue to work with site principals to ensure administrators and teachers have sufficient knowledge of <i>Illuminate Education</i> so that they can easily access pre-built reports and build their own as they wish. Trainings will be coordinated by the Office of Assessment & Accountability. Principals will continue to facilitate PLC and help guide data driven decision making.
Objective 6.2	The Instruction Division will continue to work with site principals to ensure administrators and teachers have sufficient knowledge of <i>Illuminate Education</i> so that they can easily scan their own progress monitoring quick assessments. Trainings will be coordinated by the Office of Assessment & Accountability.
Curricular Component Monitoring	
Objective 6.1	Agendas from principal meetings and meetings devoted to <i>Illuminate Education</i> will be kept. A log will also be utilized to document <i>Illuminate Education</i> trainings at school sites. No formal survey will be administered; teachers' levels of implementation of data guided instruction will be sought from the principals. Responsibility: Office of Assessment & Accountability and Site Administrators
Objective 6.2	Agendas from principal meetings and meetings devoted to <i>Illuminate Education</i> will be kept. A log will also be utilized to document <i>Illuminate Education</i> trainings at school sites. No formal survey will be administered; teachers' levels of implementation of data guided instruction will be sought from the principals. Responsibility: Office of Assessment & Accountability and Site Administrators

### Section 3j: Home School Communication

FVSD strives to provide communication to parents in a variety of ways to give families personal choice in how they receive important and essential information. In addition to traditional newsletters and flyers parents also receive communication through the district, school, and teacher websites, *Illuminate Education* Parent Portal, *School Loop* Parent Portal, and *BlackBoard Connect Ed* voice calling message system.

Goal 7: The District and sites will use technology to enhance two-way communication between home and school.			
Objective	Benchmark		
	June 30, 2013	June 30, 2014	June 30, 2015
7.1 By June 30, 2015, 75% of fourth through eighth grade teachers will use one of the Parent Portals to facilitate communication regarding grades.	By June 30, 2013, 25% of fourth through eighth grade teachers will use one of the Parent Portals to facilitate communication regarding grades.	By June 30, 2014, 50% of fourth through eighth grade teachers will use one of the Parent Portals to facilitate communication regarding grades.	By June 30, 2015, 75% of fourth through eighth grade teachers will use one of the Parent Portals to facilitate communication regarding grades.
7.2 By June 30, 2015, 100% of teachers will update their websites and 50% will actively use their website as a resource to facilitate parent involvement in their student's learning.	By June 30, 2013, 100% of teachers will update their websites and 10% will actively use their website as a resource to facilitate parent involvement in their student's learning.	By June 30, 2014, 100% of teachers will update their websites and 30% will actively use their website as a resource to facilitate parent involvement in their student's learning.	By June 30, 2015, 100% of teachers will update their websites and 50% will actively use their website as a resource to facilitate parent involvement in their student's learning.
Implementation			

Objective 7.1 Parents of middle school students have long had access to the *School Loop* Parent Portal. During the 2010-2011 school year, the *Illuminate Education* grade book, report card, and parent portal were piloted at one elementary site. In 2011-2012, the *Illuminate Education* grade book and report card were rolled out district wide for third through fifth grade students. The *Illuminate Education* Parent Portal aspect was optional. One school implemented it in third through fifth grades as well as a variety of fifth grade classes throughout the district. As teachers become more familiar and comfortable with *Illuminate Education*, it is expected that more will decide to use the Parent Portal. An information campaign will be initiated in the fall of each year encouraging more fourth and fifth grade teachers to implement it.

Objective 7.2 The websites were built in the 2009-2010 school year. While some teachers have proactively updated it, others have not. At a principals meeting, a refresher course will be provided to help them lead their teachers in updating their websites during a regularly scheduled staff meeting.

#### Curricular Component Monitoring

Objective 7.1 Agendas from principal meetings and meetings devoted to *Illuminate Education* will be kept. A log will also be utilized to document *Illuminate Education* trainings at school sites. Principals will be provided information to distribute to their teachers regarding the Parent Portal. A list will be generated to track the number of teacher participants. Responsibility: Office of Assessment & Accountability and Site Administrators

Objective 7.2 An agenda will be kept from the principals meeting that demonstrates website training. A checklist will be provided for principals to distribute that delineates elements of a strong teacher website. Principals will be encouraged to evaluate the websites at their school and communicate with the Office of Assessment and Accountability any additional training they deem necessary in order to increase its effectiveness as a tool to facilitate parent involvement. Results will be solicited from the principals. Responsibility: Office of Assessment & Accountability and Site Administrators

#### Section 3k: Curricular Component Monitoring

The IT Department in conjunction with other staff in the Instruction Division will be responsible for monitoring implementation of the goals outlines in the curriculum component of the FVSD Ed Tech Plan. Site administrators will monitor the integration of technology into learning, teaching, and demonstrating understanding in the classrooms. The Tech Coordinators from each site will provide implementation input. Implementation modifications will be made as needed in order to ensure FVSD meets or exceeds each measurable objective.

### **Section 4: Professional Development Component**

#### Section 4a: Teachers and Administrators Technology Proficiency

The CDE EdTechProfile Legacy Technology Assessment Profile online survey was used to assess technology proficiency and identify strengths and areas of need for teachers and administrators. This instrument was created by California CTAP regions specifically to help individuals, schools, and districts plan technology staff development based on identified needs.

The charts below show how teachers rated their level of competence in several skill areas on the CDE EdTechProfile Legacy Technology Assessment Profile administered in March, 2012. Respondents answered questions in seven categories. The results of those answers are used to present an individual profile (accessible by the individual only), a school profile, and a District profile. Some participants may have elected to skip questions and leave answers blank.

#### General computer knowledge and skills

Question 1: General computer knowledge and skills. Rate your skill level in this area.	# of Respondents	%
Not Applicable: I do not have any of the skills listed below.	0	0
Beginning user: I have the majority of the skills listed below in column 1.	17	11
Intermediate user: I have the majority of the skills listed below in columns 1 and 2.	92	62
Proficient user: I have the majority of the skills listed below in columns 1, 2 and 3.	39	26

#### Internet skills

Question 1: Internet skills. Rate your skill level in this area.	# of Respondents	%
Not Applicable: I do not have any of the skills listed below.	3	2
Beginning user: I have the majority of the skills listed below in column 1.	28	19
Intermediate user: I have the majority of the skills listed below in columns 1 and 2.	76	51
Proficient user: I have the majority of the skills listed below in columns 1, 2 and 3.	42	28

#### E-mail skills

Question 1: E-Mail skills: Rate your skill level in this area.	# of Respondents	%
Not Applicable: I do not have any of the skills listed below.	2	1
Beginning user: I have the majority of the skills listed below in column 1.	24	16
Intermediate user: I have the majority of the skills listed below in columns 1 and 2.	59	40
Proficient user: I have the majority of the skills listed below in columns 1, 2 and 3.	64	43



#### Word processing skills

Question 1: Word processing skills. Rate your skill levels in this area.	# of Respondents	%
Not Applicable: I do not have any of the skills listed below.	1	1
Beginning user: I have the majority of the skills listed below in column 1.	13	9
Intermediate user: I have the majority of the skills listed below in columns 1 and 2.	41	28
Proficient user: I have the majority of the skills listed below in columns 1, 2 and 3.	94	63

#### Presentation software skills

Question 1: Presentation software skills. Rate your skill level in this area.	# of Respondents	%
Not Applicable: I do not have any of the skills listed below.	15	10
Beginning user: I have the majority of the skills listed below in column 1.	39	26
Intermediate user: I have the majority of the skills listed below in columns 1 and 2.	45	30
Proficient user: I have the majority of the skills listed below in columns 1, 2 and 3.	50	34

#### Spreadsheet software skills

Question 1: Spreadsheet software skills. Rate your skill level in this area.	# of Respondents	%
Not Applicable: I do not have any of the skills listed below.	16	11
Beginning user: I have the majority of the skills listed below in column 1.	62	42
Intermediate user: I have the majority of the skills listed below in columns 1 and 2.	45	30
Proficient user: I have the majority of the skills listed below in columns 1, 2 and 3.	26	17

#### Database software skills

Question 1: Database software skills. Rate your skill level in this area.	# of Respondents	%
Not Applicable: I do not have any of the skills listed below.	35	23
Beginning user: I have the majority of the skills listed below in column 1.	58	39
Intermediate user: I have the majority of the skills listed below in columns 1 and 2.	39	26
Proficient user: I have the majority of the skills listed below in columns 1, 2 and 3.	17	11

The results above indicate that the majority of teachers rate themselves Intermediate or Proficient users on general computer knowledge and skills and word processing skills. E-mail and Internet skills are also relative strengths with approximately 80% rating themselves as Intermediate or Proficient users. Applications that are not used as often, namely presentation software, spreadsheet software, and database software, are relative weaknesses with less than 50% rating themselves as Intermediate or Proficient users.

The following charts show how administrators rated their level of competence in the same Computer Knowledge and Skills areas on the CDE EdTechProfile Legacy Technology Assessment Profile administered in March, 2012.

#### General computer knowledge and skills

Question 1: General computer knowledge and skills. Rate your skill level in this area.	# of Respondents	%
Not Applicable: I do not have any of the skills listed below.	0	0
Beginning user: I have the majority of the skills listed below in column 1.	0	0
Intermediate user: I have the majority of the skills listed below in columns 1 and 2.	7	50
Proficient user: I have the majority of the skills listed below in columns 1, 2 and 3.	7	50

#### Internet skills

Question 1: Internet skills. Rate your skill level in this area.	# of Respondents	%
Not Applicable: I do not have any of the skills listed below.	0	0
Beginning user: I have the majority of the skills listed below in column 1.	1	7
Intermediate user: I have the majority of the skills listed below in columns 1 and 2.	9	64
Proficient user: I have the majority of the skills listed below in columns 1, 2 and 3.	4	29

#### E-mail skills

Question 1: E-Mail skills: Rate your skill level in this area.	# of Respondents	%
Not Applicable: I do not have any of the skills listed below.	0	0
Beginning user: I have the majority of the skills listed below in column 1.	0	0
Intermediate user: I have the majority of the skills listed below in columns 1 and 2.	3	21
Proficient user: I have the majority of the skills listed below in columns 1, 2 and 3.	11	79

#### Word processing skills

Question 1: Word processing skills. Rate your skill levels in this area.	# of Respondents	%
Not Applicable: I do not have any of the skills listed below.	0	0
Beginning user: I have the majority of the skills listed below in column 1.	0	0
Intermediate user: I have the majority of the skills listed below in columns 1 and 2.	3	21
Proficient user: I have the majority of the skills listed below in columns 1, 2 and 3.	11	79

#### Presentation software skills

Question 1: Presentation software skills. Rate your skill level in this area.	# of Respondents	%
Not Applicable: I do not have any of the skills listed below.	0	0
Beginning user: I have the majority of the skills listed below in column 1.	3	21
Intermediate user: I have the majority of the skills listed below in columns 1 and 2.	3	21
Proficient user: I have the majority of the skills listed below in columns 1, 2 and 3.	8	57

#### Spreadsheet software skills

Question 1: Spreadsheet software skills. Rate your skill level in this area.	# of Respondents	%
Not Applicable: I do not have any of the skills listed below.	0	0
Beginning user: I have the majority of the skills listed below in column 1.	3	21
Intermediate user: I have the majority of the skills listed below in columns 1 and 2.	10	71
Proficient user: I have the majority of the skills listed below in columns 1, 2 and 3.	1	7

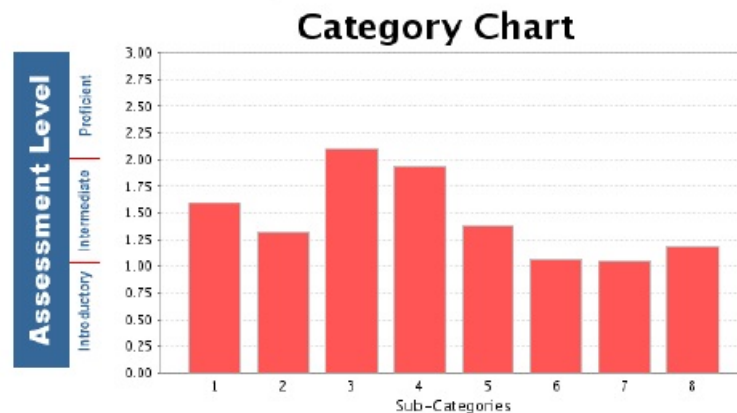
#### Database software skills

Question 1: Database software skills. Rate your skill level in this area.	# of Respondents	%
Not Applicable: I do not have any of the skills listed below.	2	14
Beginning user: I have the majority of the skills listed below in column 1.	5	36
Intermediate user: I have the majority of the skills listed below in columns 1 and 2.	5	36
Proficient user: I have the majority of the skills listed below in columns 1, 2 and 3.	2	14

The results above indicate that all administrators rate themselves Intermediate or Proficient users on general computer knowledge and skills, E-mail, and word processing skills. Applications that are not used as often, namely presentation software, spreadsheet software, and database software, are relative weaknesses with at least 20% rating themselves as Beginning users.

The bar chart below shows how teachers rated themselves on CCTC Program Standard 9: Using Technology in the Classroom administered in March, 2012. It includes fully and partially completed assessments based on 155 teachers or 55% of the 283 credentialed teachers in FVSD.

### CCTC Program Standard 9: Using Technology in the Classroom



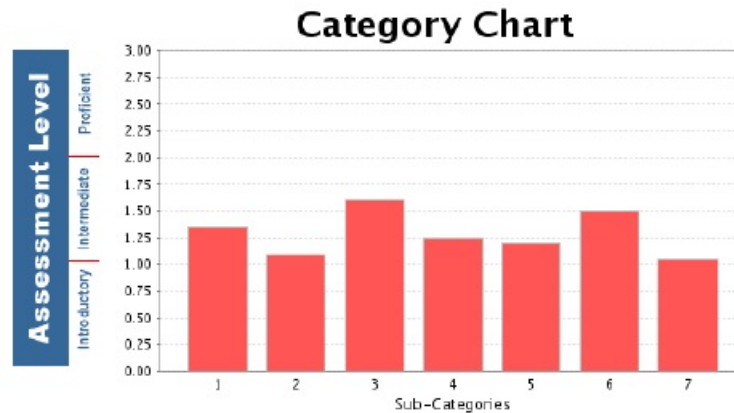
#### Key

- 1 - Each candidate considers the content to be taught and selects appropriate technological resources to support, manage, and enhance student learning in relation to prior experiences and level of academic accomplishment.
- 2 - Each candidate analyzes best practices and research findings on the use of technology and designs lessons accordingly.
- 3 - Standard 9d Each candidate uses computer applications to manage records and to communicate through printed media.
- 4 - Each candidate interacts with others using e-mail and is familiar with a variety of computer-based collaborative.
- 5 - Each candidate examines a variety of current educational technologies and uses established selection criteria to evaluate materials, for example, multimedia, Internet resources, telecommunications, computer-assisted instruction, and productivity and presentation tools. (See California State guidelines and evaluations)
- 6 - Each candidate chooses software for its relevance, effectiveness, alignment with content standards, and value added to student learning.
- 7 - Each candidate demonstrates competence in the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data gathered.
- 8 - Each candidate demonstrates knowledge of copyright issues and of privacy, security, safety issues and Acceptable Use Policies.

The areas of relative strength are using applications to manage records and to communicate through printed media (3) and interacting with others using E-mail and familiarity with a variety of computer-based collaborative (4). The areas of relative weakness, rated as Introductory, include choosing software for its relevance, effectiveness, alignment with content standards, and value added to student learning (6), competence in the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data gathered (7), and demonstrates knowledge of copyright issues and of privacy, security, safety issues and Acceptable Use Policies (8).

The bar chart below show how teachers results for Program Elements for Teaching Standard 16: Using Technology to Support Student Learning administered in March, 2012. It includes fully and partially completed assessments based on 154 teachers or 54% of the 283 credentialed teachers in FVSD.

### Program Elements for Teaching Standard 16: Using Technology to Support Student Learning



#### Key

- 1 - Each participating teacher communicates through a variety of electronic media.
- 2 - Each participating teacher interacts and communicates with other professionals through a variety of methods, including the use of computer-based collaborative tools to support technology enhanced curriculum.
- 3 - Standard Each participating teacher uses technological resources available inside the classroom or in library media centers, computer labs, local and county facilities, and other locations to create technology enhanced lessons aligned with the adopted curriculum.
- 4 - Each participating teacher designs, adapts, and uses lessons which address the students' needs to develop information literacy and problem solving skills as tools for lifelong learning.
- 5 - Each participating teacher uses technology in lessons to increase students' ability to plan, locate, evaluate, select, and use information to solve problems and draw conclusions. He/she creates or makes use of learning environments that promote effective use of technology aligned with the curriculum inside the classroom, in library media centers or in computer labs.
- 6 - Each participating teacher uses computer applications to manipulate and analyze data as a tool for assessing student learning and for providing feedback to students and their parents.
- 7 - Each participating teacher demonstrates competence in evaluating the authenticity, reliability and bias of the data gathered, determines outcomes, and evaluates the success or effectiveness of the process used. He/she frequently monitors and reflects upon the results of using technology in instruction and adapts lessons accordingly

The results above indicate that teachers generally rated themselves low Intermediate on the various elements. The highest rating occurred for uses technological resources available inside the classroom or other locations to created technology enhance lessons aligned with the adopted curriculum (3). The second highest was the use of computer applications to manipulate and analyze data as a tool for assessing student learning and for providing feedback to students and their parents (6). The areas of relative weakness, rated as Introductory, include interacts and communicates with other professionals through a variety of methods, including the use of computer-based collaborative tools to support technology enhanced curriculum (2) and demonstrates competence in evaluating the authenticity, reliability and bias of the data gathered, determines outcomes, and evaluates the success or effectiveness of the process used. He/she frequently monitors and reflects upon the results of using technology in instruction and adapts lessons accordingly (7).

These results indicate teachers would benefit from professional development that includes the integration of technology into the classroom to support student learning.

Based on analysis of the above data, specific skills for which teachers and administrators need further training include:

- Integration of technology into learning, teaching, and demonstrating understanding
- Use of collaborative tools
- Information literacy
- Ethical use of technology, including Copyright laws
- Internet safety
- Use of technology to guide teaching and learning
- Creating effective lines of communication between home and school

#### Section 4b: Professional Development Opportunities

FVSD recognizes the need for ongoing professional development for all staff members. The training needs to include the integration of technology into learning, teaching, and assessing understanding. In addition, the use of technology for task completion and to improve and enhance productivity needs to be addressed. The following professional development goals, benchmarks, implementation plans, and monitoring processes provide information on how FVSD will build staff capacity.

Goal 8: Provide staff development opportunities to assist teachers and administrators in using technology to support mastery of State Standards and to meet the goals of this plan.			
Objective	Benchmark		
	June 30, 2013	June 30, 2014	June 30, 2015
8.1 By June 30, 2015, 45% of all professional development will include instructional strategies that integrate technology into classroom teaching, learning, and demonstrating knowledge.	By June 30, 2013, 15% of all professional development will include instructional strategies that integrate technology into classroom teaching, learning, and demonstrating knowledge.	By June 30, 2014, 30% of all professional development will include instructional strategies that integrate technology into classroom teaching, learning, and demonstrating knowledge.	By June 30, 2015, 45% of all professional development will include instructional strategies that integrate technology into classroom teaching, learning, and demonstrating knowledge.
8.2 By June 30, 2015, 75% of administrators will score proficient in each area on Computer Knowledge and Skills as measured by the CDE EdTechProfile.	By June 30, 2013, a minimum of 25% of administrators will score proficient in each area on Computer Knowledge and Skills as measured by the CDE EdTechProfile.	By June 30, 2014, a minimum of 50% of administrators will score proficient in each area on Computer Knowledge and Skills as measured by the CDE EdTechProfile.	By June 30, 2015, 75% of administrators will score proficient in each area on Computer Knowledge and Skills as measured by the CDE EdTechProfile.

Implementation
<p>Objective 8.1 Modules will be developed to present to teachers during staff meetings. In addition, District trainings will be offered after school for teachers in target areas. OCDE trainings will continue to be advertised with the fees covered by CTAP certificates. The Tech Coordinators will serve as the liaison to District staff and help identify successful technology integration. Successful technology integration strategies will be made available possibly through a Google App and updated as needed</p> <p>Objective 8.2 Technology training will be embedded in monthly principal meetings. In addition, optional more extensive training will be provided in target areas including presentation software, spreadsheet software, and database software skills.</p>
Curricular Component Monitoring
<p>Objective 8.1 Agendas and sign in sheets for staff meetings and District trainings will be kept and annually analyzed for technology integration strategies. The resource that outlines successful technology integration will be made available possibly through a Google App and updated as needed. The EdTechProfile survey will be administered in the spring each year and the results scrutinized for improvement. Responsibility: Tech Coordinators, Office of Assessment &amp; Accountability and IT Department</p> <p>Objective 8.2 Agendas and sign in sheets for principal meetings and District trainings will be kept. The EdTechProfile survey will be administered in the spring each year and the results scrutinized for improvement. Responsibility: Tech Coordinators, Office of Assessment &amp; Accountability and IT Department</p>

The following goal, objectives, and benchmarks focus on information literacy, an area that will be emphasized in order to prepare students with 21<sup>st</sup> Century skills.

Goal 9: Provide staff development opportunities in technology and information literacy teachers to assist their students in meeting the goals of this plan.			
Objective	Benchmark		
	June 30, 2013	June 30, 2014	June 30, 2015
9.1 By June 30, 2015, 90% of teachers will participate in at least one technology professional development opportunity on information literacy and the use of appropriate software and hardware to create a product that blends content and technology.	By June 30, 2013, 90% of teachers in grades 3-5 will participate in at least one technology professional development opportunity on information literacy and the use of appropriate software and hardware to create a product that blends content and technology.	By June 30, 2014, 90% of teachers in grades 3-8 will participate in at least one technology professional development opportunity on information literacy and the use of appropriate software and hardware to create a product that blends content and technology.	By June 30, 2015, 90% of teachers in grades K-8 will participate in at least one technology professional development opportunity on information literacy and the use of appropriate software and hardware to create a product that blends content and technology.



Implementation
Objective 9.1 After the lessons are developed, a trainer of trainers model will be used to provide training during staff meetings.
Curricular Component Monitoring
Objective 9.1 After the lessons are developed; a trainer of trainers model will provide training during a staff meeting. Agendas and sign in sheets for the trainings will be kept. The CDE EdTechProfile survey will be administered in the spring each year and the results scrutinized for improvement. Responsibility: Office of Assessment & Accountability, Site Administrators, and Teacher Leaders

The following goal and benchmark focus on ethical and appropriate use of technology. Respecting intellectual property and understanding copyright laws and Fair Use guidelines are extremely important characteristics of a responsible digital citizen. With an increase in emphasis on digital projects published to the Internet, it is imperative that teachers are equipped to provide guidance and parameters to students as they create multimedia projects.

Goal 10: Provide staff development for teachers so that they can effectively instruct students in the ethical and appropriate use of information technology, including copyright laws and Fair Use guidelines, plagiarism, downloading, and file sharing.			
Objective	Benchmark		
	June 30, 2013	June 30, 2014	June 30, 2015
10.1 By June 30, 2015, 100% of teachers will participate in at least two professional development trainings on the ethical and appropriate use of information technology.	By June 30, 2013, 100% of teachers grades 6-8 will participate in at least two professional development trainings on the ethical and appropriate use of information technology.	By June 30, 2014, 100% of teachers grades 4-8 will participate in at least two professional development trainings on the ethical and appropriate use of information technology.	By June 30, 2015, 100% of teachers K-8 will participate in at least two professional development trainings on the ethical and appropriate use of information technology.
Implementation			
Objective 10.1 During the fall, 2012 the Instruction Division will prepare a Keynote presentation for principals to present during staff meetings geared toward increasing the general knowledge of ethical and appropriate use of information technology. Then according to the schedule, each grade span will also participate in an additional training provided by a teacher expert so that they are equipped to teach the information to their students.			
Curricular Component Monitoring			
Objective 10.1 Agendas and sign in sheets for the trainings will be kept. Responsibility: Office of Assessment & Accountability and Site Administrators			

The following goal and benchmark focus on Internet safety. As the focus on the integration of technology into learning, teaching and demonstrating knowledge intensifies, it is important that a solid foundation rooted in safe online procedures is followed. It is important to understand how to protect online privacy while still promoting classroom success.

Goal 11: Provide staff development for teachers so that they can effectively instruct students on Internet safety, protection of online privacy and how to avoid online predators.			
Objective	Benchmark		
	June 30, 2013	June 30, 2014	June 30, 2015
11.1 By June 30, 2015, 100% of teachers will participate in at least two professional development trainings on Internet safety.	By June 30, 2013, 100% of teachers grades 6-8 will participate in at least two professional development trainings on Internet safety.	By June 30, 2014, 100% of teachers grades 4-8 will participate in at least two professional development trainings on Internet safety.	By June 30, 2015, 100% of teachers K-8 will participate in at least two professional development trainings on Internet safety.
Implementation			
Objective 11.1 During the fall, 2012 the Instruction Division will prepare a Keynote presentation for principals to present during staff meetings geared toward increasing the general knowledge of Internet safety. Then according to the schedule, each grade span will also participate in an additional training provided by a teacher expert so that they are equipped to teach the information to their students.			
Curricular Component Monitoring			
Objective 11.1 Agendas and sign in sheets for the trainings will be kept. Responsibility: Office of Assessment & Accountability and Site Administrators			

The following goal focuses on utilizing technology tools for student information and assessment. The District currently utilizes *Illuminate Education* Data and Assessment Management System to manage and disaggregate benchmark and CST assessment results. Teachers also have the ability to create and manage custom tests. Additionally, teachers in grades 3-5 use *Illuminate Education* as a grade book and to generate report cards while middle school teachers use *School Loop*. Because the District emphasizes data driven decision-making during PLCs, it is important to have a firm foundation with utilizing the tools to access data on current grades, benchmarks, and state testing.

Goal 12: Provide staff development opportunities to improve efficiency and effectiveness with record keeping to ensure students' academic needs are adequately met.			
Objective	Benchmark		
	June 30, 2013	June 30, 2014	June 30, 2015
12.1 By June 30, 2015, 100% of teachers in grades 2-8 will participate in at least one technology professional development opportunity on ways to use <i>Illuminate Education</i> to facilitate data guided instruction.	By June 30, 2013, 100% of teachers grades 2-5 will participate in at least one technology professional development opportunity on ways to use <i>Illuminate Education</i> to facilitate data	By June 30, 2014, 100% of teachers grades 6-8 will participate in at least one technology professional development opportunity on ways to use <i>Illuminate Education</i> to facilitate data	By June 30, 2015, 100% of teachers grades 2-8 will participate in at least one technology professional development opportunity on ways to use <i>Illuminate Education</i> to facilitate data guided instruction.

	guided instruction.	guided instruction.	
Implementation			
Objective 12.1 By October 2012, the Director of Assessment and Accountability will coordinate at least one technology training session for principals to refine their use of <i>Illuminate Education Education</i> . The principals will have the opportunity to decide whether to then train their own staff or have <i>Illuminate Education</i> personnel provide the professional development.			
Curricular Component Monitoring			
Objective 12.1 Agendas and sign in sheets for the trainings will be kept. Responsibility: Office of Assessment & Accountability and site administrators			

The following goal and benchmarks focus on the development of the home-school connection through two-way communication. Providing parents with timely and consistent communication is key in the quest to increase parent involvement.

Goal 13: Provide staff development opportunities on technology used to enhance two-way communication between teachers, administrators, and parents			
Objective	Benchmark		
	June 30, 2013	June 30, 2014	June 30, 2015
13.1 By June 30, 2015, 100% of teachers in grades 4-5 will participate in at least one technology professional development opportunity on ways to use the <i>Illuminate Education</i> Parent Portal.	By June 30, 2013, 50% of teachers grades 4-5 will participate in at least one technology professional development opportunity on ways to use <i>Illuminate Education</i> Parent Portal.	By June 30, 2014, 75% of teachers grades 4-5 will participate in at least one technology professional development opportunity on ways to use <i>Illuminate Education</i> Parent Portal.	By June 30, 2015, 100% of teachers grades 4-5 will participate in at least one technology professional development opportunity on ways to use <i>Illuminate Education</i> Parent Portal.
13.2 By June 30, 2015, 100% of teachers will participate in at least one technology professional development opportunity on ways to improve their class website.	By June 30, 2013, 100% of teachers will participate in at least one technology professional development opportunity on ways to improve their class website.	By June 30, 2014, 100% of teachers will participate in at least one technology professional development opportunity on ways to improve their class website.	By June 30, 2015, By 100% of teachers will participate in at least one technology professional development opportunity on ways to improve their class website.

Implementation
Objective 13.1 By October, 2012, the Director of Assessment and Accountability will coordinate at least one technology training session for principals to refine their use of <i>Illuminate Education Education</i> . The principals will have the opportunity to decide whether to then train their own staff or have <i>Illuminate Education</i> personnel provide the professional development.
Objective 13.2 By October, 2012, the Director of Assessment and Accountability will coordinate at least one technology training session for principals on how to improve their class websites. The principals will have the opportunity to decide how and when to train their staff.
Curricular Component Monitoring
Objective 13.1 Agendas and sign in sheets for the trainings will be kept. Responsibility: Office of Assessment & Accountability and Site Administrators
Objective 13.2 Agendas and sign in sheets for the trainings will be kept. Responsibility: Office of Assessment & Accountability and Site Administrators

#### Section 4c: Professional Development Monitoring

The Office of Assessment and Accountability in conjunction with other staff in the Instruction Division will be responsible for monitoring implementation of the goals outlined in the professional development component of the FVSD Ed Tech Plan. The CDE EdTechProfile survey will be administered annually and used to adjust professional development as necessary. Site administrators will monitor the integration of technology into learning, teaching, and demonstrating understanding in the classrooms. The Tech Coordinators from each site will provide implementation input. Modifications to the District implementation plan will be made as needed in order to ensure FVSD meets or exceeds each measurable objective.

## **Section 5: Infrastructure, Hardware, Software, and Technical Support**

#### Section 5a: Existing District Resources

##### Current District Hardware:

Existing hardware and electronic resources at each of our sites is included in *Component 3a: Teacher and Student Access to Technology* in the FVSD Ed Tech Plan. The Table in section 3a summarizes the number of computers by school as well as the breakout by classroom, library, and lab. This data came from both our CBEDS data and our annual California School Technology Surveys. In general all computers in the District have access to the District network and the Internet. In general all classrooms also have a document camera (Elmo) and LCD projector. One of our elementary schools has interactive white boards in every classroom.

##### Current District Software:

##### Elementary School Software Used:

*Accelerated Reader, Microsoft Office Suite, Internet resources, iMovie, iWorks, Garage Band, Site Builder online web publishing application, Aeries, Iluminate assessment database, ST Math, Easy Grade Pro grade book, MyAccess, Study Island, Writers Workshop, Leap Frog, United Streaming, Kidspiration, Mavis Beacon, KidPix, Timeliner, WAIT, Intel-Assess item bank assessment tools, Houghton Mifflin Theme Skills assessment tools, and CLRN approved curriculum based software.*

##### Middle School Software Used:

*Accelerated Reader, Accelerated Math, Microsoft Office Suite, iWorks, iLife, Internet resources, iMovie, Garage Band, Dreamweaver, Site Builder online web publishing application, Aeries, Making the Grade grading program, MyAccess, Mavis Beacon Orchard, Writers Workshop, United Streaming, ScienceWorks, Timeliner, Fitness Gram, Adobe Photoshop, WAIT, and CLRN approved curriculum based software.*

#### Current District Infrastructure, Site Networks, and Connectivity:

During the last FVSD Ed Tech Plan cycle (2008-2012) numerous improvements were implemented which resulted in the current state of technology as described below.

**School LANs:** All school LANs now support a minimum network speed of 100 Mbps at all locations with a number of locations operating 1000 Mbps switches. The goal is to upgrade wiring and fiber optic circuits as necessary to operate at 1000 Mbps throughout the school. New layer (L3) switches will be purchased as funds become available. A limited deployment of wireless (WiFi) access points (APs) are also available at each school.

**District LAN:** The new District Office has a new central data center housing the major District wide servers. New Cat6 client to server connection wiring and inter-floor fiber optic wiring now provides highly reliable and high speed connections. While most District Office computers (PC) only support 100 Mbps, the infrastructure wiring supports 1000Mbps or "Giga bit" service. As new computers (PC) are introduced with Giga bit support the network connections will be there to support them. The local switches support 1 Gbps speed and server to server connections now utilize this capability.

**District Server Infrastructure:** During the last FVSD Ed Tech Plan cycle many of our stand-alone servers were "virtualized" using VMWare software. These virtualized servers are supported by a centralized high speed Storage Area Network (SAN). This resulted in a significant consolidation in the number of machines with resultant reduction in electrical power usage. Several physical servers still remain. A goal over the summer of 2012 is to migrate our current E-mail solution from Microsoft Exchange with its dedicated server to E-mail hosted by Google Apps. This will allow us to retire our (aging) E-mail server with a significant cost savings to the District over the course of this plan cycle. The Google Apps E-mail approach will provide "anywhere/anytime" functionality to our E-mail system and improve staff communications.

**Current WAN:** Significant improvements were implemented since the last FVSD Ed Tech Plan cycle. Aging copper T-1 lines were replaced with high speed circuits connecting each school to the District Office. A fiber circuit was also added to our connection to the Orange County Department of Education (OCDE). OCDE provides our Payroll, Accounting, and Human Resources services. The County Office is also our Internet Service Provider (ISP). This circuit can operate at 1000 Mbps and provides a very reliable and high speed connection for Internet users in FVSD.

#### Current District Technology Support:

District support includes a Director, Assessment and Accountability, one IT supervisor, one Technology Support Specialist (11 month), and one full time Network Specialist (classified). They provide such services and care of administrative computers and software, all classroom computers and software, maintenance of District and school infrastructure, maintenance of school site LAN/WAN, Aeries Student Database (SIS), District Assessment Database (*Illuminate Education* Education), District Financial Application (School and Program Budgets – IFAS), District Human Resource Application (Substitute Services and HR system), maintenance of the District Work Order System, maintenance of the Technology Work Order System and support of the State CALPADS data system.

District Support	Individuals Responsible
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Ongoing Equipment, Maintenance, Repair, and Replacement	District Computer Technicians (Includes Network Specialist, Technology Support Specialist) (2.0 FTE)
Technical Support provided during School Hours	IT Supervisor, District Computer Technicians (Includes Network Specialist and Technology Support Specialist) (3.0 FTE)
Technical Support after School Hours	District Network Specialist (1 FTE)
Technology Integration Support	District IT Supervisor and Technology Support Specialist (2.0 FTE), CTAP Region 9

Site Support	Individuals Responsible
Ongoing Equipment, Maintenance, and Repair	None at site level - District Network Specialist and Technology Support Specialist (2.0 FTE)
Technical Support provided during School Hours	Site Tech Coordinators (10 part time), Computer Repair Technicians (Includes Network Specialists and Technology Support Specialist)
Technology Integration Support	Site administrators, Site Technology Coordinators, IT Supervisor, and Technology Support Specialist

#### Section 5b: Needed District Resources

##### District Hardware Needed During the Next Three Years:

Like all other school districts, FVSD faces a challenge in maintaining a stable student to computer ratio. As the District annually purchases new computers for its school sites, others are retired. Parent groups and corporate donations are usually site-directed and managed. (We accept refurbished computers that can be placed in service for a minimum of three years.) Despite these facts, our goal related to access guides the replacement of old computers and adds to the numbers at each site to improve our student to computer ratios. Our purchases are based on recommended standards for new desktops, laptops, and thin client workstations.

The District ratio currently does not meet the 10:1 requirement set by the District. The Table below shows the number of computers needed by year to improve the ratio of computers 4 years old or less to 8:1 by the year 2015.

District Equipment Replacement Chart					
School Name	2011-12 Enrollment (Unofficial CBEDs)	# of current Instructional Multimedia computers / thin clients 4 years or newer in 2011-2012 Tech Survey	# of new computers needed to reach 10:1 or better by June, 2013	# of new computers needed to reach 9:1 or better by June, 2014	# of new computers needed to reach/ maintain goal of 8:1 or better by June, 2015
Courreges	645	35	30	8	8
Cox	694	69	0	8	9
Gisler	510	35	16	6	7
Moiola	436	47	0	1	8
Newland	401	51	0	0	5
Oka	384	36	3	7	5
Plavan	457	37	9	5	6
Tamura	537	70	0	0	7
Fulton	858	38	48	9	12
Masuda	858	51	35	9	12
Talbert	535	63	0	0	8
Total	6317	532	141	53	79
12:1 student to computer ratio					

*While a potential District goal of improving the computer to student/staff ratio to less than 5:1, this is unrealistic without a District Bond measure to provide necessary funding.*

#### District Software Needed During the Next Three Years:

- Additional District standardized and CLRN approved curriculum and intervention software and online services for English/Language Arts and Mathematics for all K-8 grade levels
- Additional K-8 State adopted text book publisher companion technology resources, particularly for English/Language Arts and Mathematics
- CLRN approved assistive software as identified by Special Education teachers and by the District
- Upgrades to existing software versions as needed

#### District Infrastructure Needed During the Next Three Years:

After an extensive research and test/pilot evaluation phase, the FVSD is planning to migrate its District E-mail function from Microsoft Exchange to Google Apps during the summer of 2012. During this FVSD Ed Tech Plan cycle (2012-2015) it is estimated that the District will save over \$25,000 by eliminating the need to buy new mail servers and software licenses. Google Apps for education is currently offered by Google at no cost to educational institutions.

While the initial implementation (2012-2013) will include basic E-mail and calendar functions, the goal will be to evaluate the extensive collection of additional programs in the Google Apps package and incorporate them (formally or informally) into our overall education and communication/staff collaboration activities. While initially intended for staff use, student use of this system is envisioned for the future. The Google Apps suite of programs supports many of the goals stated in this document. Staff development training

on the new Google Apps will be provided during the initial implementation and on an ongoing basis throughout this three-year cycle.

The FVSD will apply for E-Rate services in the 2012-2013 school year. The services will include telecommunications, cellular phones, the ISP provider, and circuits. These basic services will be used to support overall goals established in the FVSD Ed Tech Plan. All District technology resources supported by E-Rate are used to deliver high quality instructional content to students and staff. School safety is a critical component valued by the Board of Trustees and the community. Easy access to the school office, emergency services, and to the community are supported through E-Rate discounts. Annual application will be made on behalf of the FVSD and the discounts will be applied to help leverage the annual Board-adopted budget.

FVSD is currently evaluating a new generation of enhanced Internet filtering solutions. These go beyond basic filtering and child safety requirements and enhance the staff's ability to incorporate Internet based video, for instance You Tube, in a safe and effective manner. Video content can be pre-screened and flagged for approval based on grade level content. Furthermore screened videos can be indexed and searched for based on subject matter. This will open up additional Internet content for effective use in the classroom.

During the summer of 2011 FVSD implemented a deployment of 802.n wireless Access Points APs. This included 94 APs total. This deployment allows for WiFi connectivity for a limited deployment of mobile devices in all areas on our school campuses. This means that at any particular location on campus, any given mobile device would be near enough to an AP to have a reliable high-speed connection. In 2011-2012 there was a limited deployment of Apple iPads to evaluate their potential use in our education environment. A future goal is for a more robust deployment of APs to assure the ability to add additional mobile devices to lower the current ratio of mobile devices to staff and students.

#### District Technology Support Needs During the Next Three Years:

The District will hire additional Technology Support Specialists as needed and as funding is available. A technology reorganizational plan is being considered to consolidate work requirements and work load.

To support teachers participating in the District's education technology professional development opportunities, the District will continue to offer stipends and train Site Technology Coordinators as local assistance to staff.

#### Section 5c: Timeline and Benchmarks to Obtain Hardware

##### District Goal for Hardware

Goal 1: All students and staff will have access to up-to-date computers (less than 4 years old) to support the achievement of academic standards and District curricular goals.

Objective 1: By June 30, 2015, the District average student to computer ratio will be 8:1 or better based on and meeting the CDE defined up-to-date multimedia computer of four years old or newer.

##### District Goal for Software

Goal 2: By June 30, 2015 100% of all K-8 core curriculum classroom (English/Language Arts, Math, History/Social Science, Science) will have access to District approved CLRN and/or SBE approved curriculum-based learning and intervention software.

##### District Goal for Infrastructure

Goal 3: Upgrade all District wiring/circuits to support 1000 Mbps by June 2015



Objective 1: By June, 2013 have 50% of all school network wiring circuits and switches upgraded to 1000Mbps

Objective 2: By June, 2014 have 100% of all school on-site wiring and switches upgraded to 1000 Mbps

Goal 4: Improve staff E-mail system and collaborative tools

Objective 1: By June, 2013 migrate existing E-mail system to Google Apps for E-mail and calendar functions

Objective 2: By June, 2014 implement additional Google Apps functions such as Docs.

Goal 5: While maintaining current Web safety standards improve Web filtering functions to allow more local school site control for reviewing and approving Web content for student use.

Objective 1: By June, 2013 implement a new more functional Web filtering solution.

Goal 6: Provide a more robust wireless system to support a growing implementation of mobile devices

Objective 1: By June, 2015 increase the number of deployed wireless APs by 50%

Goal 7: Increase Technology Support Staff with increased deployment of new technology.

Objective 1: By June, 2014 find additional funding to support one additional Technology Support Specialist to provide more dedicated and timely support in the Classroom

#### Section 5d: Infrastructure, Hardware, Technical Support and Software Monitoring

Goal 1: Hardware

Instrument: Annual CBEDS

Data: Average student to computer ratio by school and District-wide

Instrument: Annual California Online Technology Survey

Data: Average student to computer ratio by school

Goal 2: Software

Goal 3-6: Infrastructure, Network Circuits, E-mail and Collaborations Tools, Web Filtering and Wireless Upgrades

The IT supervisor will conduct semi-annual audits of budget expenditures to assure no cost over-runs and reevaluate as necessary if any additional funds are made available

## Goal 7: District Goal for Technical Support

The District will seek Board approval to hire a second Technology Support Specialist. This will enable the Technology Department to assign one to the elementary schools and one to the middle schools.

The Director, Assessment and Accountability will evaluate instructional support to classroom teachers and prepare the Board of Trustee report by June, 2013

Instrument: District job description updated and position posting

Data: Survey data from classroom teachers, Site Administrators, and District Assessment and Accountability

Monitoring and Evaluation Process:

The District Director of Assessment and Accountability, IT Supervisor, Site Administrators, and Tech Coordinators will track classroom teacher access to staff development activities and response time to work orders. Modifications to the FVSD Tech Plan will be made as needed in order to ensure FVSD meets or exceeds this measurable objective. End of school year results will be analyzed annually.

## Section 6: Funding and Budget Component Criteria

As an elementary district without a substantial number of disadvantaged students, FVSD has been unable to generate large infusions of Federal, State, or special categorical funds to support technology purchases. This is not expected to change during the course of this plan. As a result, budgets must be based on priorities, and the purchase of technologies must be balanced against other needs. Technology dollars are stretched with parent group donations, private funding, and assorted funding sources blended to result in meaningful purchasing power. In 2006-2007, the technology budget became a line item in the general fund budget.

### Section 6a: Funding Sources

The following is a list of Technology programs and staff funded by the District.

- The Technology budget allocates approximately \$311,722 per year for in-house computer and printer repair services, including salaries and benefits.
- The Technology budget allocates approximately \$130,714 for fiber connections between school sites and the District Office.
- The District allocates approximately \$75,162 per year for unsubsidized voice communications, including cell phone and long distance services.
- Positions funded by the Technology Department include:
  - One Information Technology IT Supervisor to provide technical support during the school day; technology integration support
  - One Computer Network Specialist II to provide technical support during the school day; on-going equipment, maintenance, repair, and replacement; technical support after hours
  - One Technology Support Specialist to provide technical support during the school day; on-going equipment, maintenance, repair, and replacement; technology integration support
  - One Director, Assessment and Accountability, who is responsible for Federal and State reporting, assessment data management, E-Rate, infrastructure planning, and overall department management

There is one Tech Coordinator at each school who provides front line technical support at the site level. They also utilize the technology staff for support and guidance when needed.

In addition to the above funds and personnel, the District also receives funds from

the federal E-Rate program. The District has received approximately \$850,000 in subsidies for Internet services, voice and cell phone services, and wide-area networking since 2001.

The District accepts donations that meet our equipment requirements. Equipment may be donated to individual school sites or to the District. A list of donation requirements is on the District web site.

The funding for this plan will use current District general funding sources and other sources of funds as they become available. Any new positions or additional funds requested to support the implementation of this plan will be presented to the Superintendent and the Board of Trustees in the annual budget planning process.

Budget preparation done by the IT Supervisor includes an analysis of the previous year's technology spending on equipment, software, technical support and infrastructure. This analysis helps in determining anticipated increases in computer repair and maintenance, network support and training needs. The budget is then prepared to reflect these increases.

School sites also plan funding for equipment, software and any infrastructure or staff needs during the annual budget process. Schools use the donations, other school site allocations and categorical monies to support the implementation of technology for curriculum and instruction.

The biggest budget challenges for technology in our District are for the continued need for up-to-date student and teacher computers (4 years old or newer) and for quick response site technical help. District and site budgets from various sources help pay for needed hardware. In addition, the IT Department collects used computers from local companies and state agencies that refurbish computers and load licensed software, after which the computers are assigned to the classroom for a 3-year implementation cycle.

Technology funding and budget planning take place on an ongoing basis guided by the goals and objectives of this plan as measured against other priorities. The following list of priorities guides allocations at this time. It will be reviewed on an annual basis, reestablishing or revising the items as dictated by conditions:

- District-wide Technical Support
- School Site Technical Support
- Software, software upgrades and service contracts where required
- Staff development for teacher and school web pages, location of educational resources, and computer instructional integration training
- Staff development for administrators such as file management, Bi-Tech training (fiscal and substitute services), use of *Intel-Assess* for District Benchmarks and *Illuminate Education* for data assessment and report card creation
- Infrastructure upgrades
- Update or replace student and teacher computers (desktop/laptop) including document cameras, LCD projectors, Smart Boards, iPads, and Apple TVs.

6a. Established and Potential Funding Sources

Source	Pays for	Ongoing	1-Time	Potential	Y1	Y2	Y3
Dist Gen Fund	salaries, bandwidth	x			salaries	salaries	salaries
Dist Ed Tech budget	equip, diagnostics, tools, extra help, etc.	x			varies	varies	varies
Student Record Keeping/ Assessment	annual maintenance fees, in-service	x					
Site budgets	Various including hardware & software	x (some)		x (others)	varies	varies	varies
Cal/Teleconnect	Cal Teleconnect Fund 100% abated into Gen Fund	x					
E-rate	Discounts only	x			varies	varies	varies
Title II Part A	Various	x			TBD	TBD	TBD
CTAP Region 9 and CTAP online – in kind	CTAP online, coordinator time, tech training	x					
FVEF	Classroom grants	X			varies	varies	varies
Other Grants/Donations	Equipment Donation			x	potentia l	potentia l	potentia l

#### Section 6b: Implementation Costs

With funding limited and unpredictable, the budget plan is designed to project total costs of the FVSD Ed Tech Plan for three years.

\*Funding amounts are estimates only

<i>Category</i>	<i>Description Item/Category Cost</i>	<i>Estimated Costs Yr 1</i>	<i>Estimated Costs Yr 2</i>	<i>Estimated Costs Yr 3</i>
1000-1999 - Certificated Salaries	Substitutes and stipends for staff development Stipends for Site Technology Coordinators	12,500	12,500	12,500
2000-2999 - Classified Salaries	Technical Support Staff	239,655	239,655	239,655
3000-3999 - Employee Benefits	Benefits for certificated and classified	83,582	83,582	83,582
4000-4999 Books and Supplies	Misc. Infrastructure	56,000	45,000	50,000
	100 Computers (Total Cost of Ownership factored in)	40,000	50,000	60,000
5000 -5999 Services, operating expenses, travel	Workshop and Conference/Travel	450	450	450
	Miscellaneous Services/Operating Expenses	29,800	29,800	29,800
	Consultant	10,800	10,800	10,800
	Contracts/Maintenance Support Agreements	139,640	139,640	139,640
Total		612,427	611,427	626,427

#### *E-Rate*

One hundred percent of E-Rate dollars are deposited into the General Fund. These dollars offset personnel costs on an annual basis. The District qualifies for a 46% discount rate for E-Rate plus the 50% discount rate for state Teleconnect dollars. The District matches the E-Rate dollars, and an additional annual contribution to a technology account funds the technology budget seen in the above chart.

We will implement our three year FVSD Ed Tech Plan with our projected annual technology budget and new funding opportunities that may arise.

#### Section 6c: Replacement Policy

The District replacement policy for obsolete equipment is every three years. However due to a lengthy and ongoing financial crisis, refreshment has not occurred at this rate. During the 2011-2012 school year, there was a 14% teacher computer failure rate. Obsolescence of equipment more than three years is determined by usability and industry standards. If equipment is out of warranty and repair costs exceed 50% of the original cost, the product is surplussed and replaced. Once equipment is surplussed, the computers/hardware is removed from inventory and then provision for disposal is made. Some of our school sites have their own technology budgets. Principals work with the District and School Site Councils to review technology needs annually.

## Section 6d: Ed Tech Funding Monitoring Process

The Director, Assessment and Accountability, and IT Supervisor have the primary responsibility for the technology budget, including purchasing and monthly monitoring to assess progress towards goals and objectives specified in the FVSD Ed Tech Plan. They also make budget recommendations and revision requests to the Superintendent and Cabinet-level staff as needed. District budget analyses and funding opportunities are tracked to ensure optimal leveraging of funds. Site technology budgets are the domain of site principals and School Site Councils; however, the Director and IT Supervisor provide guidance and counsel on purchases made by sites.

District technology support staff provides the Director, Assessment and Accountability, and IT Supervisor ongoing data on technology replacement, upgrade, maintenance, and technical support needs including the annual California School Survey data provided by all sites in the District.

## **Section 7: Monitoring and Evaluation Component Criteria**

### Section 7a: Progress Evaluation Process

Multiple measures are used in FVSD to evaluate programs, particularly those associated with learning and teaching. One of the universal assessments used is the California STAR Program. The current practice in the District is to share it with the Board of Trustees, District, and site administrators as soon as it is released by CDE. The results are analyzed in all four areas (English/language arts, Mathematics, Social Science, and Science) for student growth, areas of strength, and areas of improvement by grade level, subgroup, and cohort. This data is reviewed to identify areas where technology integration has been successful, such as in math at the elementary level where ST Math has been implemented, and target areas where technology has either been less successful or not integrated.

*Illuminate Education's* Data and Assessment Management system is the District repository for State standardized tests, District benchmarks, and teacher generated assessments. Throughout the year, teachers are able to access and disaggregate test results. The results are used to help identify at-risk students so that intervention can be provided in a timely manner. Evaluation of this system is ongoing and further refinement of its use is one of the goals included in the FVSD Ed Tech Plan.

The CDE EdTechProfile will be used to help determine implementation effectiveness of the FVSD Ed Tech Plan. In addition, staff development surveys will be administered after each training. The goal of all surveys is to identify areas of success and provide guidance with needed modifications. Professional development agendas and sign-in sheets will be kept to ensure full participation.

As evidenced in Sections three through six, the information obtained through the monitoring and evaluation process will be used to update the FVSD Tech Plan and to inform decision-makers and stakeholders so that decisions in funding, training and support can be made. The use of all technologies, including pilot technologies will be included in this monitoring process. Recommendations of successful practices will be shared with staff members district wide.

At the conclusion of each school year the data gathered will be reviewed by Instruction Division personnel, including technology staff, so that revisions to the FVSD Ed Tech Plan can be made. The FVSD Ed Tech Plan is a living document and ongoing evaluation is imperative. This information will be shared with District and site leaders.

### Section 7b: Implementation Evaluation Schedule

The following table presents the schedule for annually evaluating the effect of plan implementation.

<b>Activities</b>	<b>Responsibility</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
Provide overall Tech Plan management and coordination	Director, Assessment and Accountability & IT Supervisor	X	X	X
Use data to monitor and evaluate progress toward goals, objectives, benchmarks and timelines. Make decisions about FVSD Ed Tech Plan regarding modifications.	Director, Assessment and Accountability & IT Supervisor	X	X	X
Assess, plan, implement, monitor, and evaluate curriculum-based technology staff development.	Assistant Superintendent, Instruction & Director, Assessment and Accountability	X	X	X
Assess, plan, implement, monitor, and evaluate technology staff development.	Assistant Superintendent, Instruction, Director, Assessment and Accountability, Director, Assessment and Accountability, IT Supervisor, & Technology Support Specialist	X	X	X
Standardize, develop, manage, monitor, and revise as necessary network, hardware, infrastructure, software, and technical support specifications, policies, and procedures.	IT Supervisor, Computer Network Specialist 2, & Technology Support Specialist	X	X	X
Coordinate and monitor participation in evaluation tools, CDE EdTechProfile and District survey.	Director, Assessment and Accountability & IT Supervisor	X	X	X

### Section 7c: Communication of Evaluation Results

The progress on implementation and any evaluation of the FVSD Ed Tech Plan will be reported at least on an annual basis to the Superintendent, District administrators and Site Administrators. In addition, it will be shared at with the Tech Coordinators. The meetings will be used to review success, areas of growth, and to solicit input.

The annual FVSD Tech Plan review will also be shared with the School Improvement District Advisory Committee (SIDAC), the Fountain Valley Education Foundation, and local PTO/A units. Their input will be sought and the results will serve as guidelines for local school purchases and technology contributions by the District, business partners, and local donors.

The process will provide a monitoring vehicle for technology accountability and communication. It will serve to keep interest high and District stakeholders informed.

## **Section 8: Effective Collaborative Strategies with Adult Literacy Providers to Maximize the Use of Technology Criterion**

FVSD's current Adult Literacy Partnership Provider is the Huntington Beach (HB) Adult School. During the summer/fall of 2012, the Director, Assessment and Accountability and IT Supervisor will meet with HB Adult School staff to share information about the FVSD Ed Tech Plan. Information will be sought to determine how the Adult School Program incorporates technology into its classes and how best to collaborate in our quest to better provide high quality services to FVSD students, parents and the shared community.

HB Adult School provides ESL classes, vocational programs (including computer classes such as Computer Basics, Office XP, and Windows and File Management), Parent Education (such as, Parent SMART Preschool, Parent SMART Toddler classes, active parenting for teen classes), personal guidance and counseling services, and dropout recovery services. Additional information can be found at [www.hbhs.edu](http://www.hbhs.edu).

## **9. Effective, Research-Based Strategies**

### Section 9a: Research Support for Plan Curricular and Professional Development Goals

Many resources have contributed to the development of the FVSD Ed Tech Plan. There are countless research studies on technology in education. The references below are some of the studies more pertinent to this plan.

The Internet hosts many research sites that are helpful to educators. The National Center for Research in Education Laboratory (NCREL at <http://www.learningpt.org>), in particular the enGauge link (<http://www.ncrel.org/engauge/>), is a source for large scale research on technology use in schools as well as practitioner and technology planning and evaluation information. The Center for Applied Research in Educational Technology (CARET) is also a valuable resource for research on questions of how technology has impacted student learning, curriculum and instruction, professional development, and assessment and evaluation. CARET is located at <http://caret.iste.org>. These electronics resources and others, such as ERIC, the Education Resources Information Center at [www.eric.ed.gov](http://www.eric.ed.gov), provide information on educational technology research to assist educators in planning for effective use of technology and were used to write this plan.

Journals are a source of research on technology in education. The *Journal of Research on Technology in Education*, *Learning and Leading with Technology*, and *Computers in the Schools* are all research-based journals that provide information on current trends and technology integration. There are also resources for information and research about Apple digital learning environments. One place to locate a variety of information specifically about Apple is on iTunes (<http://itunes.apple.com/us/podcast/appleeducation/id334296685>).

The following strategies will be used to implement the FVSD Ed Tech Plan. Strategies are listed under the specific section of the plan to which they apply. It is the responsibility of the Director, Assessment and Accountability and IT Supervisor to monitor future research findings and to incorporate them into the implementation of this plan.



### Section 9a.3d: Use of Technology to Support Curricular Goals

Integrate technology use into all curriculum areas to assist students in meeting State and District academic content standards.

Research on integrating technology into the curriculum to improve teaching and learning indicates:

- Technology can have the greatest impact when integrated into the curriculum to achieve clear, measurable educational objectives (The CEO Forum on Education and Technology, 2001)
- The first step to infuse technology into the curriculum is to have information about the specific content of a program, or use of an application, that is aligned with State-adopted curriculum standards (Cradler & Beuthel, 2000)
- When students used web-based modeling tools, technology-based probes and video representations, as well as their lab experiments, they were able to make more informed hypotheses and construct shared understanding of scientific phenomena (Kozma, 2003)
- Gains in student test scores on the SAT9 for 950 fifth graders were attributable to the alignment of the curriculum, software, teacher instruction and tests (Mann, Shakeshaft, Becker, & Kottkamp, 1999)
- When 4th grade students used technology with editing capabilities, test scores on Massachusetts' standardized measures were higher for English/Language Arts and writing proficiency (O'Dwyer, Russell, Bebell, & Tucker-Seeley, 2005)
- Teachers found students more engaged in their learning, more actively involved in their own learning, and producing better quality work when each student used their own laptop (Silvernail & Lane, 2004)
- Kindergarten and first grade students were highly motivated to write and read using technology when it was integrated into the curriculum (Casey, 2001)
- Students using project-based learning (PBL) and multimedia appeared to be more motivated and spent more time outside the classroom learning about their subject than students not using multimedia. The long-term follow-up test revealed a significant advantage for the PBL group. (Zumbach, Kumph, & Koch, 2004)

#### *Implications for Section 9a.3d: Use of Technology to Support Curricular Goals*

The implications of this research are:

- The software being used in FVSD needs to be aligned to State and District standards.
- Student technology projects must support and/or extend curriculum standards to be most effective.
- During the software selection process, educators need to look for how the software supports student collaboration and how student progress within the application is tracked and made available to the student, parent, and teacher.
- Teachers should provide opportunities for students to use technology and assist them in sharing their work and projects with others.
- Teachers should find ways to incorporate technology (computer, cameras, probeware, etc.) into a typical instructional day so that it is viewed by students as a ubiquitous tool to help them learn.
- Teachers should continue to use PLC time to discuss and plan for effective use of technology (e.g., software, the Internet, digital media) integration across the curriculum.

### Section 9a.3e: Student Acquisition of Technology and Information Literacy Skills

Students will acquire technology and information literacy skills.

Research supports a natural integration of technology into teaching and learning to promote 21st century skills such as critical thinking and problem-solving, collaboration, and technology proficiency:

- Students [with laptops] direct their own learning, report a greater reliance on active learning strategies, readily engage in problem solving and critical thinking and consistently show deeper and more flexible uses of technology than students without individual laptops (Gulek & Demirtas, 2005)
- Students and teachers must have access to rich multimedia resources to extend their world and life experiences (Barrios et. al., 2004)
- Teachers must create instructional environments in which students use higher order cognitive skills to construct meaning, engage in disciplined inquiry and work on projects that have value beyond the school (Barrios et. al., 2004)
- One of the most important benefits of a laptop program is an increase in the students' ability to learn independently, collaborate with peers, and communicate learning to others (Rockman, 2003)
- Practice with software improved student understanding of concepts in mathematics (Harel, 1990; Heller, 1991; McCoy, 1996)
- Conditions for successful implementation of innovations with technology include (a) knowing if a technology application required additional equipment or network connections (and acquiring those resources before use), and (b) using technology applications that are consistent with their own teaching practices and colleagues who will support or mentor one another through implementation of innovative projects (Zhao et al., 2001)

### *Implications for Section 9a.3e: Student Acquisition of Technology and Information Literacy Skills*

The implications of this research are:

- Software selection and web-based subscriptions to educational applications must be aligned with State and District standards.
- The District must support teachers and give them time to learn the information and collaborate with peers in their use of technology to support the core curriculum.
- The District must begin to provide teachers and administrators with laptop computers and instructional materials so the technology becomes infused in who they are as educators.
- The District must continue to promote collaboration between teachers through PLCs and provide professional development opportunities for all educators.
- The District should provide time for both students and teachers to learn software applications and design appropriate learning environments for successful use in learning, teaching, and demonstrating knowledge.

### Section 9a.3f: Appropriate and Ethical Use of Technology

Students, teachers, and administrators know and follow U.S. copyright laws and can distinguish lawful from unlawful uses of copyrighted works.

Literature that supports the need for professional educators and their students to know and apply U.S. copyright laws indicates:

- Many educators lack a basic understanding of the copyright law (Becker, 2000; Chase, nd)
- With technology & media sources changing, it is important to have current information on how copyright law and Fair Use guidelines apply to intellectual property on the Internet and other digital resources (Simpson, 2010; Smith, 2010)

#### *Implications for Section 9a.3f: Appropriate and Ethical Use of Technology*

FVSD takes the issue of ethical use of technology very seriously. Implications of the current state of educators' and students' understandings of ethical technology use include:

- FVSD must continue to conduct professional development for teachers and administrators on copyright and fair Use Laws.
- The District must continue to provide information to parents and students on copyright and Fair Use.
- The District will require all educators, students, and their parents to sign acceptable use policies that include requirements and expectations for acceptable use and copyright.
- The District will continue to monitor inappropriate student use of computers.
- The District needs to provide links to appropriate web sites and copyright-friendly multimedia for teachers, administrators, students, and parents as a means to promote copyright laws and Fair Use guidelines.
- The District should have in place a district-wide policy for consequences for breaking copyright laws and Fair Use guidelines.

#### Section 9a.3g: Internet Safety

FVSD will address Internet safety, including how to protect online privacy and avoid online predators by providing parents with Cybersafety information and sharing Internet safety lessons for teacher and students.

Literature on issues of Internet safety in K-12 education indicates:

- The American Library Association appreciates the shift in debate to education, rather than expanding the Federal mandate to block content, as the Children's Internet Protection Act already does. The experiences of librarians, parents, teachers, and others continue to affirm that teaching kids how to safely navigate the World Wide Web is the best tool (American Libraries, 2007)
- Approximately one in seven youths experience a sexual solicitation or approach while online (Wolak, Mitchell & Finkelhor, 2006)

#### *Implications for Section 9a.3g: Internet Safety*

The current issues on Internet safety for students are taken very seriously by FVSD and the implications include:

- Continue to implement training for teachers on promoting Internet safety for students.
- Continue to require parents, students, and educators to sign acceptable use policies that stress the need for Internet safety.
- Continue to maintain and update filtering and blocking software on all District owned or leased computers and iPads.

#### Section 9a.3h: Equitable Technology for All Students

FVSD will provide equitable access to technology for all students in every classroom to enhance teaching and learning.

Research on the importance of equitable technology access for all students indicated that:

- "Without equitable access, the gap between the technology "haves" and the "have nots" will widen, further exacerbating the already troubling disparity in the quantity and quality of educational resources that are available to different populations because of location or socioeconomic conditions (NCREL, ind.)
- Teachers and administrators from one to one schools report new depths of academic inquiry, researching, and understanding on the part of students (Metiri Group, 2006)
- The types of educational access and opportunities afforded by a one to one computing program can lead to measurable changes in teacher practices, student achievement, student engagement, and students' research skills (Bebell & Kay, 2010)

#### *Implications for Section 9a.3h: Equitable Technology for All Students*

Equitable access to technology for all students is an important issue to FVSD, implications include:

- The District will continue to work with school sites to increase access to technology in classrooms by way of mobile laptop carts, mobile devices, and begin to pilot one-to-one programs in schools.
- The District will continue to provide professional development to teachers on differentiated instruction and strategies to meet the needs of all students using technology.

#### Section 9a.3i: Student Record Keeping and Assessment

Use technology to make record keeping and assessment more efficient and supportive of efforts to meet students' academic needs.

Technology can facilitate assessment of students' higher-order thinking skills and depth of content area knowledge with its capacity to automate scoring and provide timely performance feedback. Research in this area indicates:

- Digital tools provide a means for teachers to use open-ended responses and performance assessments that were too difficult to score efficiently (Fletcher, 2002)

#### *Implications for Section 9a.3i: Student Record Keeping and Assessment*

FVSD values data guided instruction, implication include:

- Continue to provide technology tools to assist teachers in assessment of student achievement.
- Explore and evaluate tools for scoring writing and other open-ended assessments.
- Continue to support *Illuminate Education* as a repository to collect and analyze assessment data.

#### Section 9a.3j: Home School Communication

A variety of technologies will be used to enhance two-way communication between teachers, administrators, and parents.

Research in the use of technology in school, home, and community partnerships indicates:

- Innovative technologies such as e-mail, websites, and cell phones have the potential to expand communication and thus bridge the communication gap between parents and middle schools (Rogers & Wright, 2008)
- The Internet has tremendous possibilities to promote communication between the school and families (Hernandez & Leung, 2004)
- Classroom web site and E-mail communication was helpful to parents as it allowed them to help their children at home (Kasprowicz, 2002)
- Parents felt more connection with the teacher and greater knowledge about class activities when the Internet was used for communication (Tobolka, 2006)
- E-mail increases communication between administrators and teachers and extends dissemination of vital information (Cradler, 2002)

#### *Implications for Section 9a.3j: Home School Communication*

FVSD believes in partnerships between schools, families, and the community. The implications of research in this area include:

- The District will continue to strive to maintain current its web sites at the District office, schools, and classrooms.
- The District will continue to use *Illuminate Education* and *School Loop* to communicate student progress with parents.
- Administrators and teachers will continue to communicate via E-mail with parents and the community.
- School and District telephone services (*Connect Ed*, classroom telephones, etc.) will be updated and kept current for open communication between schools, teachers, and parents

#### Professional Development Goals

Provide staff development opportunities to assist teachers and administrators in the effective use of technology to support State and District curriculum standards and to meet the goals of this plan.

Research on professional development indicated that:

- Teacher training was the most significant factor influencing the effective use of educational technology to improve student achievement (Sivin-Kachala & Bialo, 2000)
- Teachers are motivated to develop their own technological skills when professional development links technology applications to specific curriculum goals. Similarly, technology helped reduce the isolation that teachers traditionally feel, by allowing for electronic networking (Roschelle et al., 2000)
- Intensive staff development aligned to state curriculum goals and objectives increased student achievement and teacher technology use (Mann et al., 1999)
- Teachers are motivated when school districts are financially committed to teacher involvement in decision-making (The Office of Technology Assessment Report, 1995)
- Staff development, training, and follow-up assistance are prerequisites for effective and sustained applications of technology. Effective technology integration requires that technical assistance be available when needed, time is allocated for planning, learning and implementation, long-term staff development is available rather than one-time workshops and that teachers have ready access to technology while planning (Cradler, & Cradler, 1995)
- School administrators need to make time available for teachers to experiment with new technologies (Honey & McMillan, 1996)
- Successful professional development must be held on a continuous basis and provide mentors, coaches or teammates to model integration strategies (Barrios et. al., 2004)
- Teachers who collaborate with other teachers and attend and make presentations at professional conferences, demonstrate exemplary use of computers and active learning instructional practices and philosophies (Becker & Riel, 2000)
- A combination of staff development strategies, including ongoing training, for effective integration of technology (Cradler & Cradler, 1995)
- Hold teachers accountable for implementing instructional strategies and student learning (Barrios et. al, 2004)
- Training administrators alongside teachers, and engaging other stakeholders in the use of technology, supports technology use in the classroom (Office of Technology Assessment, 1995)

#### *Implications for Professional Development Goals*

FVSD is committed to providing quality and effective professional development opportunities for all employees, implications include:

- Work to make technology tools a seamless part of the school environment.
- Continue to provide on-going workshops and trainings in technology for teachers, administrators, and support staff.
- Collaborate and share success stories of technology integration.
- Continue to promote PLCs at school sites.
- Use resources such as the National Educational Technology Standards for teachers and administrators to guide staff development workshops and trainings.

#### Section 9b: Plan for Extending or Supplementing Curriculum using Technology

Technology use in FVSD is used more to support classroom management than to extend or supplement the instruction program. The primary overarching goal of the FVSD Tech Plan is to infuse technology into learning, teaching, and demonstrating understanding so that it supports rigorous standards-based curriculum and provides an opportunity to extend the curriculum beyond the classroom walls. The following section describes some of the ways technology will be explored to extend and supplement the curriculum.

#### *Strategies to Use Technology for Academic Course Delivery*

Since the Apple Briefing opportunity in Fall, 2011, technology has become a focus. The Board of Trustees will decide whether or not to authorize a survey to determine whether passing a technology bond is viable. In addition, they also made technology a Board

Interest and it is included in the yearly District goals authored by the Assistant Superintendent, Instruction.

In FVSD, technology has primarily been used for District and site management. Productivity was the primary method used to determine its effectiveness. Technology as a learning, teaching, and assessment tool has been sporadically implemented by individual teachers at their discretion. The goal of the FVSD Ed Tech Plan is to transform this and ignite a paradigm shift. The actions below delineate some of the projects and actions that are slated for the next three years.

#### *Online Classes*

Currently, there is no legislation which funds online courses in the K-8 environment in the State. Districts may offer courses for independent study after the regular school day. Online courses that currently exist that follow California curriculum standards are generally intended for high school students. As it takes more than 300 hours to develop one online course, it might be more effective, less costly, and less time consuming to explore the development of supplemental online courses to support current face-to-face instruction. Another alternative would be for a consortium of districts to work together to develop classes for elementary and middle school students to meet State content standards. Online classes will continue to be researched and considered for future implementation.

#### *Web-Based Resources*

There are many web-based resources that are models for technology-supported instruction. In FVSD, all are implemented at the discretion of the school or classroom teacher. Five of the seven elementary schools have implemented ST Math and the District is seeking outside means of support to help provide it at the remaining two. In some classrooms web-based multimedia such as *BrainPop* is used to help students master. Web-based programs provide current information and are updated frequently without the student or teacher installing new software. As all of our schools have hardwired Internet connections and wireless capability, web-based programs continue to be considered as potential learning resources and will continue to be researched and evaluated.

#### *Video*

In select schools teachers have access to *Discovery United Streaming*, an Internet-based educational streaming video subscription service correlated to California content standards. A database of almost 10,000 videos can be searched by keyword or State standard. Each search produces a listing of applicable standards and videos, images, and audio files that meet those standards. Each full-length video is broken into instructional segments. The segments can be streamed or downloaded to the teacher's computer for use at anytime. Teachers can also create assignments and quizzes for students to complete. Membership also includes rights to save the clips to a CD or DVD and use of those clips as part of student work. Using video from *Discovery Education* increased student achievement in third grade science, third grade social science and eighth grade social studies. (Boster, F. & Meyer, G., 2002). Similarly, results show that the mean gains of a group of sixth and eighth grade mathematics students using *Discovery Education* exceeded those students not exposed to the streaming video (Boster & Staff, 2004). As all of our schools have hardwired Internet connections and wireless capability, streaming video is being considered as potential learning resources and will continue to be researched.

Another avenue for video may be available as a result of the implementation of a new generation of enhanced Internet filtering solutions. The strength of the enhanced filtering solutions is that it goes beyond basic filtering and child safety requirements to enhance the staff's ability to incorporate Internet based video, such as You Tube, in a safe and effective manner. Video content can be prescreened and flagged for approval based on grade level appropriateness and alignment with State standards. This also has the potential to provide video to enhance learning, teaching, and demonstrating understanding.

#### *Google Apps*

FVSD will migrate its District E-mail function from Microsoft Exchange to Google Apps during the summer, 2012. While initial implementation will include basic E-mail and calendar function, the goal will be to evaluate the extensive collection of additional programs in the Google Apps package and incorporate them (formally or informally) into the overall education and communication/collaboration activities. While initially intended for staff use, student use of this system is envisioned for the future. The Google Apps suite of programs supports learning, teaching, and demonstrating understanding and will be researched in the future.

#### *One-to-one Program*

Currently there does not exist a one-to-one program in FVSD. This will be a priority during the duration of the FVSD Ed Tech Plan. Initially, District staff will visit model sites to better understand implementation needs and potential challenges. Interested sites will be identified and two pilot classes selected. The program will be publicized and District staff will provide a great deal of assistance with the procurement of devices, communication with and training of parents, and implementation. Feedback from the pilot classes will influence implementation throughout the District.

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## Appendix C – Criteria for EETT Technology Plans (REQUIRED)

*In order to be approved, a technology plan needs to have “Adequately Addressed” each of the following criteria:*

- For corresponding EETT Requirements, see the EETT Technology Plan Requirements (Appendix D).
- Include this form (Appendix C) with “Page in District Plan” completed at the end of your technology plan.

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
The plan should guide the district’s use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)	2	<b>The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).</b>	<b>The plan is less than three years or more than five years in length.</b>
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	2	<b>The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.</b>	<b>Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.</b>
3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Description of teachers’ and students’ current access to technology tools both during the school day and outside of school hours.	4	<b>The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.</b>	<b>The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.</b>
b. Description of the district’s current use of hardware and software to support teaching and learning.	7	<b>The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).</b>	<b>The plan cites district policy regarding use of technology, but provides no information about its actual use.</b>

3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
c. Summary of the district's curricular goals that are supported by this tech plan.	10	<b>The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).</b>	<b>The plan does not summarize district curricular goals.</b>
d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.	12	<b>The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.</b>	<b>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</b>
e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.	14	<b>The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.</b>	<b>The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.</b>
f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism	15	<b>The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading.</b>	<b>The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.</b>

3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
g. List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.	16	The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.	The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety.
h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.	17	The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.	The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.	19	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.	20	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	21	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.

4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.	21	<b>The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include CTC Standard 9 and 16 proficiencies.</b>	<b>Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.</b>
b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d through 3j) of the plan.	29	<b>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d through 3j) of the plan.</b>	<b>The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.</b>
c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	34	<b>The monitoring process, roles, and responsibilities are described in sufficient detail.</b>	<b>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</b>

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.	34	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	<b>The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.</b>
b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.	36	The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development Components.	<b>The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.</b>

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.	38	The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	<b>The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.</b>
d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.	39	The monitoring process, roles, and responsibilities are described in sufficient detail.	<b>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</b>
6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. List established and potential funding sources.	40	<b>The plan clearly describes resources that are available or could be obtained to implement the plan.</b>	<b>Resources to implement the plan are not clearly identified or are so general as to be useless.</b>
b. Estimate annual implementation costs for the term of the plan.	43	<b>Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.</b>	<b>Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.</b>
c. Describe the district's replacement policy for obsolete equipment.	43	<b>Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.</b>	<b>Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.</b>
d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.	44	<b>The monitoring process, roles, and responsibilities are described in sufficient detail.</b>	<b>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</b>

7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	44	<b>The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.</b>	<b>No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.</b>
b. Schedule for evaluating the effect of plan implementation.	45	<b>Evaluation timeline is specific and realistic.</b>	<b>The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.</b>
c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.	45	<b>The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.</b>	<b>The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.</b>



8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)	46	<b>The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.</b>	<b>There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.</b>
9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	46	<b>The plan describes the relevant research behind the plan's design for strategies and/or methods selected.</b>	<b>The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.</b>
b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.	51	<b>The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).</b>	<b>There is no plan to use technology to extend or supplement the district's curriculum offerings.</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 Approval Date

May 17, 2012

**TO:** Anne Silavs, Assistant Superintendent, Instruction

**FROM:** Julianne Hoefer, Director, Assessment and Accountability

**DATE:** May 1, 2012

**SUBJECT:** Public Hearing for General Waiver Request – State Testing Apportionment Information Report (CELDT)

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### Background

As required by AB825, prior to submittal of general waiver requests to the California Department of Education (CDE), school districts must convene a public hearing to inform and discuss said requests. The CDE, in accordance with CCR, Title 5, sections 11510 to 11517, reimburses districts \$5.00 for each student who takes the California English Learner Development Test (CELDT). The purpose is to help offset the costs associated with CELDT administration. Each year in the fall, in order to verify the number of students tested, CDE sends districts an Apportionment Information Report and Certification (CELDT), which must be returned by December 31. Due to cutbacks, retirements, and ever-increasing reporting requirements, this report was inadvertently not submitted by the deadline for the 2010-2011 school year. In order for Fountain Valley School District to be eligible for that year's funding allocation in the amount of \$3,760, a General Waiver Request of State Testing Apportionment Information must be submitted to CDE.

### Recommendation

It is recommended that the Board of Trustees approve the General Waiver Request for State Testing Apportionment Information (CELDT) in order that the California Department of Education may accept the Apportionment Information and Certification (CELDT) 2010-2011 Report beyond the original December 31, 2010, deadline.

**California English Language Development Test (CELDT)  
Apportionment Information Report  
2009-10 Report**

**Return Form To:**

**Kerri Wong, AGPA  
Assessment, Accountability, and Awards Division  
California Department of Education  
1430 N Street, Suite #4202  
Sacramento, CA 95814**

*California Department of Education  
Assessment, Accountability, and Awards Division*

**MUST BE POSTMARKED BY  
DECEMBER 31, 2010**

<b>County Name</b>	ORANGE	<b>District Name</b>	Fountain Valley Elementary
<b>County Code</b>	30	<b>District Code</b>	66498
<b>Charter Number</b>	0000		

Title 5, Section 11517.5 of the California Code of Regulations specifies that each local educational agency (LEA) shall receive an Apportionment Information Report that shall include the number of pupils assessed with the CELDT as indicated by the number of answer documents submitted to and scored by the test contractor for each administration (July 1 through June 30). The superintendent of each school district must certify the accuracy of the apportionment information and submit the certified report to the California Department of Education, postmarked by December 31. If postmarked after December 31, the Apportionment Information Report must be accompanied by the State Testing Apportionment Information Report Waiver request as provided by California Education Code (EC) Section 33050. The amount of funding to be apportioned to the school district for the tests shall be calculated by multiplying the amount per administration established by the State Board of Education (SBE) to enable school districts to meet the requirement of EC Section 60851 by the number of pupils in the school district assessed with the CELDT during the previous fiscal year. Apportionment payments will be processed upon receipt of certified reports. Return the form by U.S. mail to the address above. Faxed reports will not be processed for payment. Keep a copy for your records.

	<i>Annual Assessment July 1 - October 31, 2009</i>	<i>Initial Assessment Within 30 Days of Enrollment</i>	<b>Total Tested</b>	<b>Apportionment Amount</b>
<b>Number of Pupils Tested July 1, 2009 – June 30, 2010</b>	<b>525</b>	<b>227</b>	<b>752</b>	<b>\$3,760.00</b>

***Certification: I certify that the information provided on this form is accurate and that the district will maintain all related records to be available for audit purposes.***

County Superintendent, District Superintendent, or Charter School Director Marc Ecker, Ph.D.		District CELDT Coordinator Julianne Hoefer, Ph.D.	
Superintendent's (or Charter School Director's) Signature	Date	District CELDT Coordinator's Signature	Date
Superintendent's (or Charter School Director's) E-mail EckerM@fvsd.k12.ca.us	Phone 714.843.3255	District CELDT Coordinator's E-mail HoeferJ@fvsd.k12.ca.us	Phone 714.843.3268

**GENERAL WAIVER REQUEST**AIRW (10-2-2009) <http://www.cde.ca.gov/re/lr/wr/>**STATE TESTING  
APPORTIONMENT INFORMATION  
REPORT WAIVER**

Send original plus one copy to:  
Waiver Office, California Department of Education  
1430 N Street, Suite 5602  
Sacramento, CA 95814

Send electronic copy in **Word** and  
back-up material to: [waiver@cde.ca.gov](mailto:waiver@cde.ca.gov)

						CD CODE																																			
3						0						6						6						4						9						8					
Local educational agency: <b>Fountain Valley School District</b>												Contact name and recipient of approval/denial notice: <b>Julianne Hoefer</b>												Contact person's e-mail address: <b>HoeferJ@fvsd.us</b>																	
Address: (City) (ZIP) <b>10055 Slater Avenue Fountain Valley 92780</b>												Phone (and extension, if necessary): <b>714.843.3268</b> Fax number: <b>714.843.6777</b>																													
Period of request: <b>From 7/1/2010 to 6/30/2011</b>												Local board approval date: (Required) <b>May 17, 2012</b>												Date of public hearing: (Required) <b>May 17, 2012</b>																	
<b>LEGAL CRITERIA</b>																																									
<p>1. Under the general waiver authority of <i>Education Code</i> 33050-33053, the <i>California Code of Regulations (CCR)</i> section(s) to be waived (check one):  <input type="checkbox"/> STAR – CCR, Title 5, Section 862(c)(2)(A) ...postmarked by December 31...  <input type="checkbox"/> CAHSEE – CCR, Title 5, Section 1225(b)(2)(A) ...postmarked by December 31...  <input checked="" type="checkbox"/> CELDT – CCR, Title 5, Section 11517.5(b)(1)(A) ...postmarked by December 31...</p>																																									
<p>2. Collective bargaining unit information. Does the district have any employee bargaining units? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes If yes, please complete required information below. This requirement can be achieved with a telephone call. It is vital to complete this section as not consulting the bargaining units is a reason for denial of a general waiver request.</p> <p>Bargaining unit(s) consulted on date(s): <b>April 30, 2012</b>  Name of bargaining unit and representative(s) consulted: <b>1. California School Employees Association-Martin Headland-Wauson , President</b>  <b>2. Fountain Valley Education Association-Ed Eldridge, President</b>  The position(s) of the bargaining unit(s): <input type="checkbox"/> Neutral <input checked="" type="checkbox"/> Support <input type="checkbox"/> Oppose (<i>Please specify why</i>)</p>																																									
<p>3. Public hearing requirement: A public hearing is not simply a board meeting, but a properly noticed public hearing held during a board meeting at which time the public may testify on the waiver proposal. Distribution of local board agenda does not constitute notice of a public hearing. Acceptable ways to advertise include: (1) print a notice that includes the time, date, location, and subject of the hearing in a newspaper of general circulation; or (2) in small school districts, post a formal notice at each school and three public places in the district.</p> <p>How was the required public hearing advertised?  <input type="checkbox"/> Notice in a newspaper <input type="checkbox"/> Notice posted at each school <input checked="" type="checkbox"/> Other: (<i>Please specify</i>) <b>Posted at District Office</b></p>																																									
<p>4. Describe briefly the circumstances that caused you to miss the apportionment deadline(s). (If more space is needed, please attach additional pages.) <b>Due to budget cutbacks and reduction in staff, the CELDT Apportionment Report was inadvertently not submitted by the 12/31/2010 deadline.</b></p> <p>5. Describe guidelines that have been put into place for staff so that this deadline will not be missed in the future. <b>Date for report completion will be added to calendar well prior to deadline.</b></p>																																									
<b>District or County Certification</b> – <i>I hereby certify that the information provided on this application is correct and complete.</i>																																									
Signature of Superintendent or Designee:												Title: <b>Superintendent</b>												Date:																	
<b>FOR CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY</b>																																									
Staff Name ( <i>type or print</i> ):												Staff Signature:												Date:																	
Unit Manager ( <i>type or print</i> ):												Unit Manager Signature:												Date:																	
Deputy ( <i>type or print</i> ):												Deputy Signature:												Date:																	

FOUNTAIN VALLEY SCHOOL DISTRICT  
BUSINESS SERVICES  
D/FS 11/12-03

Board Meeting on May 17, 2012

**M E M O R A N D U M**

TO: Stephen McMahon – Assistant Superintendent, Business Administration

FROM: Scott Martin - Director, Fiscal Services

SUBJECT: CONSOLIDATED APPLICATION FOR FUNDING CATEGORICAL AID  
PROGRAMS (PART II)

DATE: May 5, 2012

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**BACKGROUND:**

Notification has been received from the California State Department of Education with regard to funding under the 2011-2012 Consolidated Application (Part II).

Fountain Valley School District's Economic Impact Aid allocation is \$344,318. This is a 2.26% or \$7,625 increase from the amount the District was allocated during 2010-2011. Funds will be used to cover the cost of FVSD's English Learner Program.

Title I, Part A funding for 2011-2012 is \$369,075, representing a 4.72% or \$18,276 decrease from that of 2010-2011. These funds will be used to serve Title I students at Cox Elementary School and Masuda Middle School.

For 2011-2012 School Year, Title II-Part A (Teacher Quality) is allocated \$135,439. This amount is a decrease of 18.8% or \$31,350 from funding in 2010-2011.

Title III, Part A (LEP) has an allocation of \$70,025 an increase of 36.5% or \$18,736 from Title III, Part A's 2010-2011 funding.

Title III Immigrant Subgrant funding for 2011-2012 is \$9,100. This is a new funding for 2011-2012.

Total Consolidated Application funding for 2011-2012 will be \$927,957. The \$927,957 coupled with the 2010-2011 carryovers of \$74,508 results in a total of \$1,002,465, which may be expended during 2011-2012.

Consolidated Application 2011-2012 total funds is a decrease of approximately 1.50% or \$14,165 from what was received in 2010-2011. The 2011-2012 expenditure budgets have been adjusted to reflect the increase of the new funding.

**RECOMMENDATION:**

It is recommended that the Board of Trustees approves transmittal of the Consolidated Application, Part II, to the California State Department of Education.

**2011-12 Economic Impact Aid Advisory Committee Approvals**

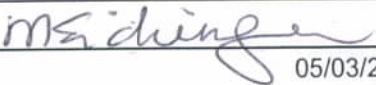
If the LEA is operating a State Compensatory Education program, various committee approvals are required based on California Education Code, sections 35147 (c), 52176 (b) and (c), 62002.5, and 64001 (a).

**CDE Program Contact:**

Geoffrey Ndirangu, EIA / LEP, [gndirang@cde.ca.gov](mailto:gndirang@cde.ca.gov), 916-323-5831  
Don Taylor, State Compensatory Education (SCE), [dtaylor@cde.ca.gov](mailto:dtaylor@cde.ca.gov), 916-319-0296


**District Advisory Committee (DAC) Approval**

The undersigned certify that the DAC have been given the opportunity to advise on the portions of this application related to compensatory education programs for educationally disadvantaged youths (EDY).

DAC Representative's Full Name	Michelle Eichinger	
DAC Approval Date		05/03/2012
DAC Comment		
If an advisory committee refused to sign the application or if a DAC signature is not applicable, enter a comment:		

**District English Language Advisory Committee (DELAC) Approval**

The undersigned certify that the DELAC have been given the opportunity to advise on the portions of this application related to compensatory education programs for English learners. This approval is required if the LEA has 51 or more identified English learners.

DELAC Representative's Full Name	CHUONG DUC VU	
DELAC Approval Date		05/02/2012
DELAC Comment		
If an advisory committee refused to sign the application or if a DELAC signature is not applicable, enter a comment:		

**California Department of Education**

Fountain Valley Elementary (30 66498 0000000)

**Consolidated Application**Status: Draft  
Saved by: Thuy Bui 4/25/2012 12:18 PM**2011-12 Federal Transferability**

Federal transferability is governed by Title VI in ESEA Section 6123. An LEA may transfer a maximum of 50% of any program to other programs. This transferability is not the same as Title VI Subpart 1 REAP Flexibility governed by ESEA Section 6211.

**CDE Program Contact:**Anne Daniels, Education Data Office, [adaniels@cde.ca.gov](mailto:adaniels@cde.ca.gov), 916-319-0640

Program Improvement Year	1
Note: This district has been identified as a Program Improvement (PI) LEA under ESEA Section 1116 and may only transfer 30% of a program's funds. Those funds must be used for PI activities. A single school district (SSD) or a directed funded charter (DFC) school whose only school is in PI and operating as a Target Assistance School (TAS), for the purpose of federal transferability, the LEA is restricted to the 30% limit. If the SSD or DFC is operating as a Schoolwide Program (SWP) school, the restriction does not apply.	
<b>Title II Part A Transfers</b>	
Title II Part A entitlement	\$135,439
Transferred to Title I, Part A	\$0
Transferred to Title II, Part D	\$0
Total funds transferred out of Title II, Part A	\$0
<b>Title II Part D Transfers</b>	
Transferred to Title I, Part A	\$0
Transferred to Title II, Part A	\$0
Total funds transferred out of Title II, Part D	\$0
<b>Transferred In Totals</b>	
Total funds transferred into Title I, Part A	\$0
Total funds transferred into Title II, Part A	\$0
Total funds transferred into Title II, Part D	\$0



**California Department of Education**

Fountain Valley Elementary (30 66498 0000000)

**Consolidated Application**Status: Draft  
Saved by: Thuy Bui 4/30/2012 10:49 AM**2011-12 Economic Impact Aid LEA Allocations**

The purpose of this data collection is to make allowable reservations at the LEA level and to determine the amount available for school-level allocations.

**CDE Program Contact:**Geoffrey Ndirangu, EIA / LEP, [gndirang@cde.ca.gov](mailto:gndirang@cde.ca.gov), 916-323-5831Don Taylor, State Compensatory Education (SCE), [dtaylor@cde.ca.gov](mailto:dtaylor@cde.ca.gov), 916-319-0296

2011-12 Economic Impact Aid Entitlement	\$344,318
Transferred in	\$0
Transferred in comment	
2010-11 Carryover	\$8,924
Repayment of funds	
Repayment of funds comment	
2011-12 Economic Impact Aid allocation	\$353,242
Indirect cost reserves (Amount cannot exceed 3% of the EIA allocation.)	\$10,289
Administrative evaluation (Amount cannot exceed 10% of the EIA allocation.)	\$35,324
LEA activities reservation (Amount cannot exceed 2% of the EIA allocation.)	\$7,064
Security reservation (Amount may not exceed \$0.32 per student.)	
Alternative reservation (Reservation is only valid if SCE allocations will be made. Amount cannot exceed 25% of the EIA allocation.)	
Economic Impact Aid adjusted allocation	\$300,565



**California Department of Education**

Fountain Valley Elementary (30 66498 0000000)

**Consolidated Application**Status: Draft  
Saved by: Thuy Bui 4/25/2012 4:33 PM**2011-12 Title I, Part A LEA Allocation**

The purpose of this data collection is to calculate the full Title I Part A allocation available to the LEA.

**CDE Program Contact:**

Monique Moton, Title I Monitoring & Support, [mmoton@cde.ca.gov](mailto:mmoton@cde.ca.gov), 916-319-0733  
Lorene Euerle, Title I Monitoring & Support, [leuerle@cde.ca.gov](mailto:leuerle@cde.ca.gov), 916-319-0728

2011-12 Title I Part A Entitlement	\$369,075
Transferred in amount	\$0
Title I Part A entitlement after transfers	\$369,075
2010-11 Carryover	\$55,949
Repayment of funds	
2011-12 Total allocation	\$425,024
Indirect cost reservation	\$20,047
Administrative reservation	\$31,346
2011-12 Title I, Part A adjusted allocation	\$373,631

**California Department of Education**

Fountain Valley Elementary (30 66498 0000000)

**Consolidated Application**Status: Draft  
Saved by: Thuy Bui 4/30/2012 11:20 AM**2011-12 Title I, Part A Reservations, Required**

To report LEA required reservations before distributing funds to schools,  
and to calculate and report nonprofit private school set-aside values.

**CDE Program Contact:**

Don Taylor, State Compensatory Education (SCE), [dtaylor@cde.ca.gov](mailto:dtaylor@cde.ca.gov), 916-319-0296  
Kim Edwards, Title I Monitoring & Support, [KEdwards@cde.ca.gov](mailto:KEdwards@cde.ca.gov), 916-319-0248

**Nonprofit Private School Equitable Services Percentage Calculation**

Total participating nonprofit school low income students	0
Total participating attendance area low income students	509
Percent of nonprofit private school low income students for equitable service calculations	0.00%

**Required Reservations**

Title I Part A adjusted allocation	\$373,631
<b>Parent Involvement</b>	
Parent involvement (Minimum 1% of the entitlement plus transfers in.)	\$0
Nonprofit private school parent involvement set-aside	\$0
Amount remaining	\$0
Public school parent involvement (Minimum of 95% of the amount remaining.)	\$0
Balance available for LEA parent involvement activities	\$0
<b>Direct and Indirect Services</b>	
Direct or indirect services to homeless children , regardless of their school of attendance	\$10,000
Homeless services provided	We will meet basic needs (clothing, supplies, health) of homeless students and reach out to parents in homeless situations.
Local neglected institutions Does the LEA have local institutions for neglected children or children currently classified as neglected?	No
Direct or indirect services in local institutions for neglected children	
Local delinquent institutions Does the LEA have local institutions for delinquent children?	No
Other neglected or delinquent services	
<b>Program Improvement (PI)</b>	

**2011-12 Title I, Part A Reservations, Required**

To report LEA required reservations before distributing funds to schools,  
and to calculate and report nonprofit private school set-aside values.

**CDE Program Contact:**

Don Taylor, State Compensatory Education (SCE), [dtaylor@cde.ca.gov](mailto:dtaylor@cde.ca.gov), 916-319-0296  
Kim Edwards, Title I Monitoring & Support, [KEdwards@cde.ca.gov](mailto:KEdwards@cde.ca.gov), 916-319-0248

The following reservations are required if the LEA is in Program Improvement, or has one or more schools in Program Improvement.	
Public school choice transportation (Choice)	
Supplemental educational services (SES)	
Parent outreach and assistance	
Professional development funds	Yes
Will the LEA use PI school-level professional development funds to help meet the LEA 10% minimum professional development requirement?	
PI professional development (Minimum 10% of the entitlement plus transfers in.)	\$36,908
2010-11 PI professional development carryover	
Total PI professional development	\$36,908

**California Department of Education**

Fountain Valley Elementary (30 66498 0000000)

**Consolidated Application**Status: Draft  
Saved by: Thuy Bui 4/25/2012 3:31 PM**2011-12 Title I, Part A Reservations, Allowed**

To report LEA allowable reservations before distributing funds to schools,  
and to calculate and report nonprofit private school set-aside values.

**CDE Program Contact:**

Don Taylor, State Compensatory Education (SCE), [dtaylor@cde.ca.gov](mailto:dtaylor@cde.ca.gov), 916-319-0296  
Kim Edwards, Title I Monitoring & Support, [KEdwards@cde.ca.gov](mailto:KEdwards@cde.ca.gov), 916-319-0248

**Allowed Reservations**

<b>Professional Development for Highly Qualified Teachers and Paraprofessionals</b>	
Professional development for highly qualified teachers and paraprofessionals	\$0
Nonprofit private school equitable services	\$0
Professional development reserved for public schools	\$0
<b>Assistance to School</b>	
Assistance to schools	\$0
Nonprofit private school equitable services	\$0
Assistance to schools reserved for public schools	\$0
<b>Other School Programs</b>	
Other school programs	
Including summer school or intersession programs or before and after school programs.	
Nonprofit private school equitable services	\$0
Other school programs reserved for public schools	\$0
<b>Other Allowable Reservations</b>	
Salary differentials	\$0
Preschool programs	\$0
Capital expenses for nonprofit private schools	\$0
<b>Program Improvement Activities</b>	
Teacher incentives and rewards (Maximum 5% of entitlement after transfers.)	\$0
Professional development of highly qualified teachers	\$0
Assistance to schools	\$0
Summer school, intersession programs or before and after school programs	\$0

**Reservation Summary**



**2011-12 Title I, Part A Reservations, Allowed**

To report LEA allowable reservations before distributing funds to schools,  
and to calculate and report nonprofit private school set-aside values.

**CDE Program Contact:**

Don Taylor, State Compensatory Education (SCE), [dtaylor@cde.ca.gov](mailto:dtaylor@cde.ca.gov), 916-319-0296  
Kim Edwards, Title I Monitoring & Support, [KEdwards@cde.ca.gov](mailto:KEdwards@cde.ca.gov), 916-319-0248

Adjusted Allocation	\$373,631
Total required reservations	\$46,908
Total allowed reservations	\$0
Allocations after reservations	\$326,723
Total nonprofit private school set aside	\$0
Private Non Profit School Parent Involvement Amount	\$0
Public school parent involvement	\$0
Amount available for Title I, Part A school allocations	\$326,723

**California Department of Education**

Fountain Valley Elementary (30 66498 0000000)

**Consolidated Application**Status: Draft  
Saved by: Thuy Bui 4/30/2012 11:25 AM**2011-12 Title II, Part A LEA Allocations and Reservations**

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title II Part A Teacher & Principal Training & Recruiting, and to report required reservations.

**CDE Program Contact:**Jackie Rose, Title II Leadership, [jrose@cde.ca.gov](mailto:jrose@cde.ca.gov), 916-322-9503Juan J. Sanchez, Title II Leadership, [jsanchez@cde.ca.gov](mailto:jsanchez@cde.ca.gov), 916-323-5264

2011-12 Title II Part A entitlement	\$135,439
Total funds transferred into Title II, Part A	\$0
Total funds transferred out of Title II, Part A	\$0
Total entitlement after transfers	\$135,439
2010-11 Carryover (as of 06/30/11)	\$0
Repayment of funds	
Repayment comment	
Provide an explanation of why repayment dollars were added back to the allocation	
2011-12 Allocation	\$135,439
Administrative and indirect costs	\$4,776
Title II Part A adjusted allocation	\$130,663

**ESEA Section 2141 Reservations**

By completing the following reservations, the LEA certifies it will comply with the agreement of Section 2141.

<b>Professional Development</b>	
Professional development for teachers	
Professional development for administrators	
Subject matter project	
<b>Exams and Test Preparation</b>	
Exam fees, reimbursement	
Test preparation training and or materials	
<b>Recruitment, Training, and Retaining</b>	
Recruitment activities	
Hiring incentive and or relocation allotment	
National Board Certification and or stipend	
Verification process for special settings (VPSS)	
University course work	
Total budgeted	\$0

**California Department of Education**

Fountain Valley Elementary (30 66498 0000000)

**Consolidated Application**Status: Draft  
Saved by: Thuy Bui 4/26/2012 10:40 AM**2011-12 Title III, Part A Immigrant LEA Allocations**

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title III Part A Immigrant, and to report required reservations.

**CDE Program Contact:**Jim Shields, Language Policy & Leadership Office, [jshields@cde.ca.gov](mailto:jshields@cde.ca.gov), 916-319-0267Michele Anberg-Espinosa, Language Policy & Leadership Office, [MAnbergespinosa@cde.ca.gov](mailto:MAnbergespinosa@cde.ca.gov), 916-323-4872

2011-12 Title III, Part A Immigrant entitlement	\$9,100
2010-11 Carryover	\$0
Repayment of funds	
2011-12 Allocation	\$9,100
Administrative and indirect costs	\$429
2011-12 Adjusted allocation	\$8,671

**California Department of Education**

Fountain Valley Elementary (30 66498 0000000)

**Consolidated Application**Status: Draft  
Saved by: Thuy Bui 4/26/2012 10:43 AM**2011-12 Title III, Part A LEP LEA Allocations**

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title III Part A LEP, and to report required reservations.

**CDE Program Contact:**Patty Stevens, Language Policy & Leadership Office, [pstevens@cde.ca.gov](mailto:pstevens@cde.ca.gov), 916-323-5838Michele Anberg-Espinosa, Language Policy & Leadership Office, [MANbergespinoza@cde.ca.gov](mailto:MANbergespinoza@cde.ca.gov), 916-323-4872

2011-12 Title III, Part A LEP entitlement	\$70,025
2010-11 Carryover	\$9,172
Repayment of funds	
2011-12 Allocation	\$79,197
Administrative and indirect costs	\$1,553
2011-12 Adjusted allocation	\$77,644



**California Department of Education**

Fountain Valley Elementary (30 66498 0000000)

**Consolidated Application**Status: Draft  
Saved by: Thuy Bui 4/26/2012 10:52 AM**2011-12 Title III Part A Immigrant YTD Obligations Report, 6 Months**

A report of year-to-date obligations by activity.

**CDE Program Contact:**Jim Shields, Language Policy & Leadership Office, [jshields@cde.ca.gov](mailto:jshields@cde.ca.gov), 916-319-0267Michele Anberg-Espinosa, Language Policy & Leadership Office, [MANbergespinosa@cde.ca.gov](mailto:MANbergespinosa@cde.ca.gov), 916-323-4872

2011-12 Title III, Part A Immigrant entitlement	\$9,100
<b>Object Code - Activity</b>	
1000-1999 Certificated personnel salaries	\$0
2000-2999 Classified Personnel Salaries	\$0
3000-3999 Employee Benefits	\$0
4000-4999 Books And Supplies	\$6,356
5000-5999 Services and other operating expenditures	\$0
Administrative And Indirect Costs	\$0
Total year-to-date obligations	\$6,356

**California Department of Education**

Fountain Valley Elementary (30 66498 0000000)

**Consolidated Application**Status: Draft  
Saved by: Thuy Bui 4/26/2012 10:55 AM**2011-12 Title III, Part A LEP YTD Obligations Report, 6 Months**

A report of year-to-date obligations by activity.

**CDE Program Contact:**Patty Stevens, Language Policy & Leadership Office, [pstevens@cde.ca.gov](mailto:pstevens@cde.ca.gov), 916-323-5838Michele Anberg-Espinosa, Language Policy & Leadership Office, [MANbergespinosa@cde.ca.gov](mailto:MANbergespinosa@cde.ca.gov), 916-323-4872

2011-12 Title III Part A LEP Entitlement	\$70,025
<b>Object Code - Activity</b>	
1000-1999 Certificated personnel salaries	\$2,310
2000-2999 Classified Personnel Salaries	\$7,556
3000-3999 Employee Benefits	\$4,024
4000-4999 Books And Supplies	\$6,139
5000-5999 Services and other operating expenditures	\$2,200
Administrative And Indirect Costs	\$0
Total year-to-date obligations	\$22,229

**California Department of Education**

Fountain Valley Elementary (30 66498 0000000)

**Consolidated Application**Status: Draft  
Saved by: Thuy Bui 4/26/2012 10:55 AM**2011-12 Consolidation of Administrative Funds**

A request by the LEA to consolidate administrative funds for specific programs.

**CDE Program Contact:**Julie Brucklacher, Financial Accountability & Info Srv, [jbruckla@cde.ca.gov](mailto:jbruckla@cde.ca.gov), 916-327-0858

Title I, Part A, ARRA Title I, Part A (Basic) SACS Code 3010 and 3011	No
Title I, Part C (Migrant Education) SACS Code 3060	No
Title I, Part D ARRA Title I, Part D (Delinquent) SACS Code 3025 and 3026	No
Title II, Part A (Teacher Quality) SACS Code 4035	No
Title II, Part A (Administrator Training) SACS Code 4036	No
Title II, Part D, ARRA Title II, Part D (Enhancing Education Through Technology) SACS Code 4045 and 4047	No
Title III (Immigrant Students) SACS Code 4201	No
Title III (LEP Students) - 2% maximum SACS Code 4203	No
Title IV, Part A (SDFSC) - 2% maximum SACS Code 3710	No
Title IV, Part B (21st Century Community Learning Centers) SACS Code 4124	No

**California Department of Education**

Fountain Valley Elementary (30 66498 0000000)

**Consolidated Application**

Status: Draft

Saved by: Thuy Bui 4/25/2012 3:28 PM

**2011-12 Title I, Part A Nonprofit Private School Participation****CDE Program Contact:**

Jyoti Singh, Title I Policy & Program Guidance, [jsingh@cde.ca.gov](mailto:jsingh@cde.ca.gov), 916-319-0372  
Laura Nelson, Title II Leadership, [lnelson@cde.ca.gov](mailto:lnelson@cde.ca.gov), 916-319-0229

**Note:**

The LEA of residence is responsible for providing Title I Part A services to all eligible students who reside in the LEA's Title I attendance area but attend a private non-profit school. This includes students would attend nonprofit private schools outside the LEA's boundaries. The school list below includes all nonprofit private schools within the LEA's attendance area, to add a nonprofit private school outside of the LEA's boundaries, click on Add a School below.

School Name	School Code	Enrollment	Participating	Affirmation On File	Low Income Student Count	Direct Services	Contract Services	School Added
Blessed Sacrament Catholic	6965016	282	N	Y		N	N	Y
Hebrew Academy	6937163	209	N	Y		N	N	Y
Orange Crescent	6929780	335	N	Y		N	N	Y
Shoreline Christian School	6988240	231	N	Y		N	N	N

**2011-12 Title I, Part A Nonprofit Private School Participation**



**California Department of Education**

Fountain Valley Elementary (30 66498 0000000)

**Consolidated Application**

Status: Draft

Saved by: Thuy Bui 4/30/2012 11:09 AM

**2011-12 Economic Impact Aid School Allocation Plan****CDE Program Contact:**Geoffrey Ndirangu, EIA / LEP, [gndirangu@cde.ca.gov](mailto:gndirangu@cde.ca.gov), 916-323-5831Don Taylor, State Compensatory Education (SCE), [dtaylor@cde.ca.gov](mailto:dtaylor@cde.ca.gov), 916-319-0296

Group Schools By Grade Span

Yes

Funding Method

SCE/LEP

**NOTE:** If the LEA has selected to fund LEP Only, no additional action or data entry is required for the EIA School Allocation Plan. The Plan should be saved in order to certify the data collection.

SCE Ranking Method

Count

School Name	School Code	Grade Span Group	Projected Enrollment	Projected Low Income Students	Low Income %	Projected LEP Students	LEP %	Projected EDY Students	EDY %	Projected SCE Students	SCE %	Ranking	SCE Eligible	SCE Fund
Courreges (Roch) Elementary	6094635	1	645	85	13.18	48	7.44	127	19.69	260	40.31	6	N	N
Cox (James H.) Elementary	6066922	1	694	251	36.17	176	25.36	221	31.84	648	93.37	1	Y	Y
Fulton (Harry C.) Middle	6027916	2	858	129	15.03	18	2.10	145	16.90	292	34.03	3	N	N
Gisler (Robert) Elementary	6027973	1	510	109	21.37	41	8.04	108	21.18	258	50.59	7	N	N
Masuda (Kazuo) Middle	6094627	2	858	258	30.07	84	9.79	249	29.02	591	68.88	1	Y	Y
Moiola (Fred) Elementary	6068597	1	436	116	26.61	40	9.17	110	25.23	266	61.01	3	Y	Y
Newland (William T.) Elementary	6027999	1	401	68	16.96	9	2.24	69	17.21	146	36.41	8	N	N
Oka (Isoljiro) Elementary	6068605	1	384	106	27.60	33	8.59	68	17.71	207	53.91	4	Y	Y
Plavan (Urbain H.) Elementary	6085278	1	457	125	27.35	84	18.38	95	20.79	304	66.52	2	Y	Y
Talbert (Samuel E.) Middle	6071096	2	535	124	23.18	11	2.06	367	68.60	502	93.83	2	Y	Y
Tamura (Hisamatsu) Elementary	6027924	1	537	104	19.37	86	16.01	133	24.77	323	60.15	5	N	N

## California Department of Education

Fountain Valley Elementary (30 66498 0000000)

## Consolidated Application

Status: Draft  
Saved by: Thuy Bui 5/1/2012 8:29 AM

### 2011-12 Title I, Part A School Allocation Plan

Based on information provided in the School Student Counts data collection, the table below provides eligibility and ranking information. For school allocation planning, the LEA has indicated which schools it intends to allocate Title I Part A funds by entering a check in the Fund column.

#### CDE Program Contact:

Larry Boese, Title I Monitoring & Support, [lboese@cde.ca.gov](mailto:lboese@cde.ca.gov), 916-319-0257  
Monique Moton, Title I Monitoring & Support, [mmoton@cde.ca.gov](mailto:mmoton@cde.ca.gov), 916-319-0733

If an exception to funding is needed, enter an Exception Reason. Use lower case only.

#### Allowable Exception Reasons

- a - Meets 35% Low Income Requirement
- b - Magnet School
- c - Funded by Other Allowable Sources
- d - Desegregation Waiver on File
- e - Grandfather Provision
- f - Feeder Pattern

Group Schools by Grade Span

District-wide Low Income %

Grade Span 1 Low Income %

Grade Span 2 Low Income %

Grade Span 3 Low Income %

Yes

23.36%

23.72%

22.70%

No Data

School Name	School Code	Grade Span Group	Projected Enrollment	Projected Low Income Students	Low Income %	Eligible	Funding Required	Ranking	Fund Flag	Exception Reason	Comment
Cox (James H.) Elementary	6066922	1	694	251	36.17	Y	N	1	Y		
Oka (Isajiro) Elementary	6068605	1	384	106	27.60	Y	N	2	N		
Plavan (Urbain H.) Elementary	6085278	1	457	125	27.35	Y	N	3	N		
Moiola (Fred) Elementary	6068597	1	436	116	26.61	Y	N	4	N		
Gisler (Robert) Elementary	6027973	1	510	109	21.37	N	N	5	N		

**California Department of Education**

Fountain Valley Elementary (30 66498 0000000)

**Consolidated Application**Status: Draft  
Saved by: Thuy Bui 5/1/2012 8:29 AM**2011-12 Title I, Part A School Allocation Plan**

Based on information provided in the School Student Counts data collection, the table below provides eligibility and ranking information. For school allocation planning, the LEA has indicated which schools it intends to allocate Title I Part A funds by entering a check in the Fund column.

School Name	School Code	Grade Span Group	Projected Enrollment	Projected Low Income Students	Low Income %	Eligible	Funding Required	Ranking	Fund Flag	Exception Reason	Comment
Tamura (Hisamatsu) Elementary	6027924	1	537	104	19.37	N	N	6	N		
Newland (William T.) Elementary	6027999	1	401	68	16.96	N	N	7	N		
Courreges (Roch) Elementary	6094635	1	645	85	13.18	N	N	8	N		
Masuda (Kazuo) Middle	6094627	2	858	258	30.07	Y	N	1	Y		
Talbert (Samuel E.) Middle	6071096	2	535	124	23.18	N	N	2	N		
Fulton (Harry C.) Middle	6027916	2	858	129	15.03	N	N	3	N		



## California Department of Education

Fountain Valley Elementary (30 66498 0000000)

## Consolidated Application

Status: Draft  
Saved by: Thuy Bui 4/26/2012 4:04 PM

### Title I, Part A Notification of Authorization of School Wide Program

This report provides notification to CDE of a school's eligibility and local board approval to operate under and report as Schoolwide Program

#### CDE Program Contact:

Franco Rozic, Title I Monitoring & Support, [frzic@cde.ca.gov](mailto:frzic@cde.ca.gov), 916-319-0269

#### Note:

In order for CDE program staff to have visibility to all SWP authorized schools, it is important to have an Authorized Representative certify this Notification of Authorization data collection after a change is made.

School Name	School Code	Authorized	Local Board Approval Date	SIG Approval Date	Poverty Level %
Courreges (Roch) Elementary	6094635	N			
Cox (James H.) Elementary	6066922	N			
Fulton (Harry C.) Middle	6027916	N			
Gisler (Robert) Elementary	6027973	N			
Masuda (Kazuo) Middle	6094627	N			
Moiola (Fred) Elementary	6068597	N			
Newland (William T.) Elementary	6027999	N			
Oka (Isojiro) Elementary	6068605	N			
Plavan (Urbain H.) Elementary	6085278	N			
Talbert (Samuel E.) Middle	6071096	N			
Tamura (Hisamatsu) Elementary	6027924	N			

## California Department of Education

Fountain Valley Elementary (30 66498 0000000)

## Consolidated Application

Status: Draft  
Saved by: Thuy Bui 4/30/2012 11:14 AM

### 2011-12 Economic Impact Aid School Allocations

This reports identifies the schools funded with LEP, and if applicable, SCE allocations.

#### CDE Program Contact:

Geoffrey Ndirangu, EIA / LEP, [gndirang@cde.ca.gov](mailto:gndirang@cde.ca.gov), 916-323-5831

Don Taylor, State Compensatory Education (SCE), [dtaylor@cde.ca.gov](mailto:dtaylor@cde.ca.gov), 916-319-0296

#### Funding Method

SCE/LEP

Total EIA allocation

\$300,565

Allocation method

Manually entered dollar value

Standard per student LEP rate

\$229

Total LEP allocation

\$144,270

School Name	School Code	Grade Span Group	LEP Student Count	LEP Allocation	EDY Student Count	SCE Eligible	SCE Allocation	SCE Allocation Comment
Courreges (Roch) Elementary	6094635	1	48	10992	127	N		
Cox (James H.) Elementary	6066922	1	176	40304	221	Y	31835	
Fulton (Harry C.) Middle	6027916	2	18	4122	145	N		
Gisler (Robert) Elementary	6027973	1	41	9389	108	N		
Masuda (Kazuo) Middle	6094627	2	84	19236	249	Y	34860	
Molcia (Fred) Elementary	6068597	1	40	9160	110	Y	15400	
Newland (William T.) Elementary	6027999	1	9	2061	69	N		
Oka (Isajiro) Elementary	6068605	1	33	7557	68	Y	9520	
Plavan (Urbain H.) Elementary	6085278	1	84	19236	95	Y	13300	
Talbert (Samuel E.) Middle	6071096	2	11	2519	367	Y	51380	
Tamura (Hisamatsu) Elementary	6027924	1	86	19694	133	N		

## California Department of Education

Fountain Valley Elementary (30 66498 0000000)

## Consolidated Application

Status: Draft  
Saved by: Thuy Bui 5/1/2012 4:16 PM

### 2011-12 Title I, Part A School Allocations

This identifies the amount of Title I, Part A funds to allocated to eligible public schools and equitable services to students in nonprofit private schools.

#### CDE Program Contact:

Larry Boese, Title I Monitoring & Support, [lboese@cde.ca.gov](mailto:lboese@cde.ca.gov), 916-319-0257

Monique Moton, Title I Monitoring & Support, [mmoton@cde.ca.gov](mailto:mmoton@cde.ca.gov), 916-319-0733

If an exception to funding is needed, enter an Exception Reason. Use lower case only.

#### Allowable Exception Reasons

- a - Meets 35% Low Income Requirement
- b - Magnet School
- c - Funded by Other Allowable Sources
- d - Desegregation Waiver on File
- e - Grandfather Provision
- f - Feeder Pattern

Group Schools by Grade Span

District-wide Low Income %

Available Title I, Part A school allocation

Available public school parent involvement reservation

Available nonprofit private school set-asides

Available nonprofit private school parent involvement reservation

Unallocated school amount

Yes

23.36%

\$326,723

\$0

\$0

\$0

\$0.45

School Name	School Code	Grade Span Group	Low Income Students	Low Income Student %	Eligible	\$ Per Low Income Student (0.00)	Carryover	Public School Parent Involvement	Nonprofit Private Parent Involvement	Nonprofit Private Set Aside	Total School Allocation	Exception Reason	EIA Funded	Other Program Funds	Exception Comment
Cox (James H.) Elementary	6066922	1	251	36.17	Y	544.95	49343				186125.45		N	N	
Oka (Isajiro) Elementary	6068605	1	106	27.60	Y	0.00					0.00		Y	N	
Plazan (Urbain H.) Elementary	6085278	1	125	27.35	Y	0.00					0.00		Y	N	
Moiola (Fred) Elementary	6068597	1	116	26.61	Y	0.00					0.00		Y	N	
Gisler (Robert) Elementary	6027973	1	109	21.37	N	0.00					0.00		N	N	
Tamura (Hisamatsu) Elementary	6027924	1	104	19.37	N	0.00					0.00		N	N	

# California Department of Education

Fountain Valley Elementary (30 66498 0000000)

## Consolidated Application

Status: Draft  
Saved by: Thuy Bui 5/1/2012 4:16 PM

### 2011-12 Title I, Part A School Allocations

This identifies the amount of Title I, Part A funds to allocated to eligible public schools and equitable services to students in nonprofit private schools.

School Name	School Code	Grade Span Group	Low Income Students	Low Income Student %	Eligible	\$ Per Low Income Student (0.00)	Carryover	Public School Parent Involvement	Nonprofit Private Parent Involvement	Nonprofit Private Set Aside	Total School Allocation	Exception Reason	EIA Funded	Other Program Funds	Exception Comment
Newland (William T.) Elementary	6027999	1	68	16.96	N	0.00					0.00		N	N	
Courreges (Roch) Elementary	6094635	1	85	13.18	N	0.00					0.00		N	N	
Masuda (Kazuo) Middle	6094627	2	258	30.07	Y	544.95					140597.10		N	N	
Talbert (Samuel E.) Middle	6071096	2	124	23.18	N	0.00					0.00		Y	N	
Fulton (Harry C.) Middle	6027916	2	129	15.03	N	0.00					0.00		N	N	



**California Department of Education**

Fountain Valley Elementary (30 66498 0000000)

**Consolidated Application**Status: Draft  
Saved by: Thuy Bui 4/25/2012 4:23 PM**2010-11 Title I Part A Carryover**

Report fiscal year expenditures and determine 2010-11 Title I, Carryover for fiscal year 2011-12.

**CDE Program Contact:**Jyoti Singh, Title I Policy & Program Guidance, [jysingh@cde.ca.gov](mailto:jysingh@cde.ca.gov), 916-319-0372  
Lorene Euerle, Title I Monitoring & Support, [leuerle@cde.ca.gov](mailto:leuerle@cde.ca.gov), 916-319-0728

2010-11 Title I Part A Entitlement	\$387,351
2010-11 Transferred in	\$0
2009-10 Carryover as of June 30, 2010	\$77,969
2010-11 Title I Part A available allocation	\$465,320
2010-11 Expenditures and encumbrances as of June 30, 2011	\$409,371
2010-11 Carryover as of June 30, 2011	\$55,949
Carryover percent as of June 30, 2011	14.44%
2010-11 Expenditures and encumbrances as of September 30, 2011	\$465,320
2009-10 Unspent carryover to be returned to CDE	\$0
Note: CDE will invoice the LEA to return the unused 2009-10 funds.	
2010-11 Carryover as of September 30, 2011	\$0
Carryover percent as of September 30, 2011	0.00%

**Waiver Request**

The LEA's carryover percentage as of September 30, 2011 exceeds 15% and the LEA meets the eligibility requirements to apply for a Carryover Waiver Request.

If the LEA does not complete the application for a waiver below, CDE will invoice the LEA to return the 2010-11 excess (the amount exceeding the 15%) carryover amount as of September 30, 2011.

Major Activity Description 1	
Budgeted Amount 1	
Major Activity Description 2	
Budgeted Amount 2	
Major Activity Description 3	
Budgeted Amount 3	
Major Activity Description 4	
Budgeted Amount 4	
Major Activity Description 5	
Budgeted Amount 5	
Major Activity Description 6	

**California Department of Education**

Fountain Valley Elementary (30 66498 0000000)

**Consolidated Application**Status: Draft  
Saved by: Thuy Bui 4/25/2012 4:23 PM**2010-11 Title I Part A Carryover**

Report fiscal year expenditures and determine 2010-11 Title I, Carryover  
for fiscal year 2011-12.

**CDE Program Contact:**

Jyoti Singh, Title I Policy & Program Guidance, [jysingh@cde.ca.gov](mailto:jysingh@cde.ca.gov), 916-319-0372  
Lorene Euerle, Title I Monitoring & Support, [leuerle@cde.ca.gov](mailto:leuerle@cde.ca.gov), 916-319-0728

Budgeted Amount 6	
Total budgeted	\$0



# FOUNTAIN VALLEY SCHOOL DISTRICT

10055 Slater Ave. • Fountain Valley, CA 92708 • 714.843.3200 • [www.fvdsd.k12.ca.us](http://www.fvdsd.k12.ca.us)

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## MEMORANDUM

**TO:** Anne Silavs, Assistant Superintendent, Instruction

**FROM:** Abby Bickford, Director, Support Services

**SUBJECT:** Positive Behavioral Intervention and Supports (PBIS) and Violence Prevention Education Services Agreement

**DATE:** May 9, 2012 – for May 17, 2012 Board Meeting

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## **BACKGROUND**

Orange County Department of Education is offering Positive Behavioral Intervention & Supports (PBIS) and Violence Prevention Education Services to the residents of Orange County. District will have two participating schools. District will ensure that PBIS is one of the site's top three goals. District staff to be trained to become experienced and competent to perform services required for implementation of this program. District to receive \$1,500.00 in funds to cover staff trainings, release time and support. Allocation of funds are as follows:

Fulton Middle School @ \$750  
Plavan School @ \$750

## **RECOMMENDATION**

It is recommended that the Board of Trustees approve the Agreement for Provision of Positive Behavioral Interventions and Supports (PBIS) and Violence Prevention Education Services from April 17, 2012 through June 15, 2012 and authorize the Superintendent or designee to sign all documents.

srb

AGREEMENT FOR PROVISION OF  
POSITIVE BEHAVIORAL INTERVENTION AND SUPPORTS  
AND VIOLENCE PREVENTION EDUCATION SERVICES  
BETWEEN  
ORANGE COUNTY SUPERINTENDENT OF SCHOOLS  
AND  
FOUNTAIN VALLEY SCHOOL DISTRICT  
FISCAL YEAR 2011/2012

THIS AGREEMENT, entered into this 17th day of April, 2012, which date is enumerated for purposes of reference only, is by and between Orange County Superintendent of Schools, 200 Kalmus Drive, Costa Mesa, California 92626, hereinafter referred to as "SUPERINTENDENT," and Fountain Valley School District, hereinafter referred to as "DISTRICT."

WITNESSETH:

WHEREAS, SUPERINTENDENT has entered into an Agreement with the COUNTY OF ORANGE, hereinafter referred to as "COUNTY," to offer Positive Behavioral Intervention and Supports and Violence Prevention Education Services to the residents of Orange County; and

WHEREAS, SUPERINTENDENT has entered into an Agreement with the COUNTY OF ORANGE, hereinafter referred to as "COUNTY," to offer Positive Behavioral Intervention and Supports and Violence Prevention Education Services to the residents of Orange County; and

WHEREAS, SUPERINTENDENT is desirous of contracting with DISTRICT, subject to the approval of the County Administrator, hereinafter referred to as "ADMINISTRATOR," for the provision of the replacement of personnel from the designated and approved substitute staff roster to attend trainings in order to comply with the Agreement with COUNTY to provide Positive Behavioral Intervention and Supports (PBIS) Services to the residents of Orange County; and

WHEREAS, DISTRICT is specially trained, experienced and competent to perform the services required, and is agreeable to the rendering of such services according to the terms and conditions hereinafter set forth.

NOW, THEREFORE, IT IS MUTUALLY AGREED AS FOLLOWS:

1. ALTERATION OF TERMS

This Agreement, together with Exhibit A, attached hereto and incorporated herein by reference, fully expresses all understanding of SUPERINTENDENT and DISTRICT with respect to the subject matter of this Agreement, and shall constitute the total Agreement between the parties for these purposes. No addition to, or alteration of, the terms of this Agreement, whether written or verbal, shall be valid unless made in writing and formally executed and approved by SUPERINTENDENT, DISTRICT, and ADMINISTRATOR.

2. COMPENSATION

A. SUPERINTENDENT shall compensate DISTRICT up to a maximum obligation of One thousand five hundred dollars (\$1,500.00) for the term of this Agreement, for services provided as identified herein in Section 12. SERVICES TO BE PROVIDED. **DISTRICT must submit invoices to SUPERINTENDENT no later**



**than June 15, 2012.** DISTRICT agrees that failure of DISTRICT to timely claim reimbursement as required in this Agreement shall result in the inability of SUPERINTENDENT to pay DISTRICT for such services due to funding requirements of COUNTY.

B. Reimbursement for designated and approved substitute staff costs includes salary and benefits at the rate specified in Exhibit A and shall not exceed a total of One hundred fifty dollars (\$150.00) per day per substitute staff.

C. DISTRICT shall receive no compensation for the services provided pursuant to this agreement other than the rate set forth above.

D. The obligation of SUPERINTENDENT under this Agreement is contingent upon the availability of funds furnished by COUNTY. In the event that such funding is terminated or reduced, this Agreement may be terminated. SUPERINTENDENT shall give DISTRICT written notification of such termination as specified in the Termination subparagraph of this Agreement. Notice shall be deemed served on the date of mailing.

E. DISTRICT agrees that failure of DISTRICT to timely claim reimbursement is required in this AGREEMENT shall result in the inability of SUPERINTENDENT to pay DISTRICT for such services due to funding requirements of COUNTY.

F. Payment shall be mailed to: Fountain Valley School District, 10055 Slater Avenue, Fountain Valley, California 92708, or at such other place as DISTRICT may designate in writing.

G. SUPERINTENDENT and DISTRICT may mutually agree, in writing with approval of COUNTY, to modify paragraph 2 above.

### 3. COMPLIANCE

A. COMPLIANCE PROGRAM - ADMINISTRATOR has established a Compliance Program for the purpose of ensuring adherence to all rules and regulations related to federal and state health care programs.

1. SUPERINTENDENT shall ensure that DISTRICT is made aware of the relevant policies and procedures relating to ADMINISTRATOR's Compliance Program, which is referenced herein and is available for download at [www.ochealthinfo.com/admin/compliance](http://www.ochealthinfo.com/admin/compliance).

2. DISTRICT shall ensure that its employees, subcontractors, interns, volunteers, and members of Board of Directors or duly authorized agents, if appropriate, ("Covered Individuals") relative to this Agreement are made aware of ADMINISTRATOR's Compliance Program and related policies and procedures.

3. SUPERINTENDENT has the option to adhere to ADMINISTRATOR's Compliance Program or establish its own provided it has been approved and accepted by ADMINISTRATOR's Compliance Officer.

4. Upon approval of SUPERINTENDENT's Compliance Program by ADMINISTRATOR's Compliance Officer, DISTRICT shall ensure that its employees, subcontractors, interns, volunteers, and members of Board of Directors or duly authorized agents, if appropriate, ("Covered Individuals") relative to this Agreement are made aware of SUPERINTENDENT's Compliance Program and related policies and procedures.

5. Failure of DISTRICT to submit its Compliance Program and relevant policies and procedures shall constitute a material breach of this Agreement. Failure to cure such breach within sixty (60) calendar days of such notice from SUPERINTENDENT shall constitute grounds for termination of this Agreement as to the non-

complying party.

B. CODE OF CONDUCT - ADMINISTRATOR has developed a Code of Conduct for adherence by ADMINISTRATOR's employees and contract providers.

1. SUPERINTENDENT shall ensure that DISTRICT is made aware of ADMINISTRATOR's Code of Conduct, which is referenced herein and is available for download at [www.ochealthinfo.com/admin/compliance](http://www.ochealthinfo.com/admin/compliance).

2. DISTRICT shall ensure that its employees, subcontractors, interns, volunteers, and members of Board of Directors or duly authorized agents, if appropriate, ("Covered Individuals") relative to this Agreement are made aware of ADMINISTRATOR's Code of Conduct.

3. SUPERINTENDENT has the option to adhere to ADMINISTRATOR's Code of Conduct or establish its own provided it has been approved and accepted by ADMINISTRATOR's Compliance Officer.

4. Upon approval of SUPERINTENDENT's Code of Conduct by ADMINISTRATOR, DISTRICT shall ensure that its employees, subcontractors, interns, volunteers, and members of Board of Directors or duly authorized agents, if appropriate, ("Covered Individuals") relative to this Agreement are made aware of SUPERINTENDENT's Code of Conduct.

5. DISTRICT shall submit to SUPERINTENDENT a signed acknowledgement and agreement that DISTRICT shall comply with SUPERINTENDENT or ADMINISTRATOR's Code of Conduct.

6. Failure of DISTRICT to timely submit the acknowledgement of SUPERINTENDENT or ADMINISTRATOR's Code of Conduct shall constitute a material breach of this Agreement, and failure to cure such breach within sixty (60) calendar days of such notice from SUPERINTENDENT shall constitute grounds for termination of this Agreement as to the non-complying party.

D. COMPLIANCE TRAINING - SUPERINTENDENT shall make ADMINISTRATOR's General Compliance Training and Provider Compliance Training, where appropriate, available to DISTRICT and its Covered Individuals.

1. Such training will be made available to Covered Individuals within thirty (30) calendar days of employment or engagement.

2. Such training will be made available to each Covered Individual annually.

3. Each Covered Individual attending training shall certify, in writing, attendance at compliance training. DISTRICT shall retain the certifications. Upon written request by SUPERINTENDENT, DISTRICT shall provide copies of the certifications.

#### 4. EMPLOYEE ELIGIBILITY VERIFICATION

DISTRICT warrants that it shall fully comply with all federal and state statutes and regulations regarding the employment of aliens and others and to ensure that employees, sub-subcontractors and consultants performing work under this Agreement meet the citizenship or alien status requirement set forth in federal statutes and regulations. DISTRICT shall obtain, from all employees, sub-subcontractors and consultants performing work hereunder, all verification and other documentation of employment eligibility status required by federal or state statutes and regulations including, but not limited to, the Immigration Reform and Control Act of 1986,

8 U.S.C. §1324 et seq., as they currently exist and as they may be hereafter amended. DISTRICT shall retain all such documentation for all covered employees, subcontractors and consultants for the period prescribed by the law.

## 5. INDEMNIFICATION

A. DISTRICT agrees to indemnify, defend with counsel approved in writing by SUPERINTENDENT and COUNTY, and hold SUPERINTENDENT and COUNTY, their elected and appointed officials, officers, employees, agents and those special districts and agencies which COUNTY'S Board of Supervisors acts as the governing Board ("COUNTY INDEMNITIES") harmless from any claims, demands, or liability of any kind or nature, including but not limited to personal injury or property damage, arising from or related to the services, products or other performance provided by DISTRICT pursuant to this Agreement. If judgment is entered against DISTRICT, SUPERINTENDENT, and COUNTY by a court of competent jurisdiction because of the concurrent active negligence of COUNTY or COUNTY INDEMNITIES, then DISTRICT, SUPERINTENDENT, and COUNTY agree that liability will be apportioned as determined by the court. None of the parties shall request a jury apportionment.

B. SUPERINTENDENT agrees to indemnify, defend with counsel approved in writing by DISTRICT and COUNTY, and hold DISTRICT and COUNTY, their elected and appointed officials, officers, employees, agents and those special districts and agencies which COUNTY'S Board of Supervisors acts as the governing Board ("COUNTY INDEMNITIES") harmless from any claims, demands, or liability of any kind or nature, including but not limited to personal injury or property damage, arising from or related to the services, products or other performance provided by DISTRICT pursuant to this Agreement. If judgment is entered against DISTRICT, SUPERINTENDENT, and COUNTY by a court of competent jurisdiction because of the concurrent active negligence of COUNTY or COUNTY INDEMNITIES, then DISTRICT, SUPERINTENDENT, and COUNTY agree that liability will be apportioned as determined by the court. None of the parties shall request a jury apportionment.

## 6. INSPECTIONS AND AUDITS

A. SUPERINTENDENT, ADMINISTRATOR, or any authorized representative of COUNTY shall have access to any books, documents, and records, including but not limited to, financial records of DISTRICT that are directly pertinent to this Agreement, for the purpose of responding to an audit, review, evaluation, or examination, or making transcripts during the periods of retention set forth in the Records Management and Maintenance paragraph of this Agreement. Such persons may at all reasonable times inspect or otherwise evaluate the services provided pursuant to this Agreement, and the premises in which they are provided.

B. DISTRICT shall actively participate and cooperate with any person specified in subparagraph A. above in any evaluation or monitoring of the services provided pursuant to this Agreement, and shall provide the above-mentioned persons adequate office space to conduct such evaluation or monitoring.

### C. AUDIT RESPONSE

1. Following an audit report, in the event of non-compliance with applicable laws and regulations governing funds provided through this Agreement, SUPERINTENDENT may terminate this Agreement as

provided for in the Termination paragraph or direct DISTRICT to immediately implement appropriate corrective action. A plan of corrective action shall be submitted to SUPERINTENDENT and ADMINISTRATOR in writing within thirty (30) calendar days after receiving notice from SUPERINTENDENT and/or ADMINISTRATOR.

2. If the audit reveals that money is payable from one party to the other, that is, reimbursement by DISTRICT to SUPERINTENDENT, or payment of sums due from SUPERINTENDENT to DISTRICT, said funds shall be due and payable from one party to the other within sixty (60) calendar days of receipt of the audit results. If reimbursement is due from DISTRICT to SUPERINTENDENT, and such reimbursement is not received within said sixty (60) calendar days, SUPERINTENDENT may, in addition to any other remedies provided by law, reduce any amount owed DISTRICT by an amount not to exceed the reimbursement due SUPERINTENDENT.

D. DISTRICT shall forward to SUPERINTENDENT and ADMINISTRATOR a copy of any audit report within fourteen (14) calendar days of receipt. Such audit shall include, but not be limited to, management, financial, programmatic or any other type of audit of DISTRICT's operations, whether or not the cost of such operation or audit is reimbursed in whole or in part through this Agreement.

## 7. LICENSES AND LAW

A. DISTRICT shall, throughout the term of this Agreement, maintain all necessary licenses, permits, approvals, certificates, waivers and exemptions necessary for the provision of the services hereunder and required by the laws and regulations of the United States, State of California, COUNTY, and any other applicable governmental agencies. DISTRICT shall notify SUPERINTENDENT immediately and in writing of its inability to obtain or maintain, irrespective of the pendency of an appeal, permits, licenses, approvals, certificates, waivers and exemptions. Said inability shall be cause for termination of this Agreement.

### **B. ENFORCEMENT OF CHILD SUPPORT OBLIGATIONS**

1. DISTRICT agrees to furnish to SUPERINTENDENT within thirty (30) calendar days of the award of this Agreement:

a. A certification that DISTRICT has fully complied with all applicable federal and state reporting requirements regarding its employees;

b. A certification that DISTRICT has fully complied with all lawfully served Wage and Earnings Assignment Orders and Notices of Assignment, and will continue to so comply.

2. Failure of DISTRICT to timely submit the data and/or certifications required by subparagraphs 1.a. or 1.b. above, or to comply with all federal and state employee reporting requirements for child support enforcement, or to comply with all lawfully served Wage and Earnings Assignment Orders and Notices of Assignment, shall constitute a material breach of this Agreement; and failure to cure such breach within sixty (60) calendar days of notice from COUNTY shall constitute grounds for termination of this Agreement.

3. It is expressly understood that this data will be transmitted to governmental agencies charged with the establishment and enforcement of child support orders, or as permitted by federal and/or state statute.

## 8. NONDISCRIMINATION

### A. EMPLOYMENT

1. During the performance of this Agreement, DISTRICT shall not unlawfully discriminate against any employee or applicant for employment because of his/her ethnic group identification, race, religion, ancestry, color, creed, sex, marital status, national origin, age (40 and over), sexual orientation, medical condition, or physical or mental disability. DISTRICT shall warrant that the evaluation and treatment of employees and applicants for employment are free from discrimination in the areas of employment, promotion, demotion or transfer; recruitment or recruitment advertising; layoff or termination; rate of pay or other forms of compensation; and selection for training, including apprenticeship. There shall be posted in conspicuous places, available to employees and applicants for employment, notices from SUPERINTENDENT and/or ADMINISTRATOR and/or the United States Equal Employment Opportunity Commission setting forth the provisions of the Equal Opportunity clause.

2. All solicitations or advertisements for employees placed by or on behalf of DISTRICT shall state that all qualified applicants will receive consideration for employment without regard to ethnic group identification, race, religion, ancestry, color, creed, sex, marital status, national origin, age (40 and over), sexual orientation, medical condition, or physical or mental disability. Such requirement shall be deemed fulfilled by use of the phrase "an equal opportunity employer."

3. Each labor union or representative of workers with which DISTRICT has a collective bargaining agreement or other contract or understanding must post a notice advising the labor union or workers' representative of the commitments under this Nondiscrimination paragraph and shall post copies of the notice in conspicuous places available to employees and applicants for employment.

B. PERSONS WITH DISABILITIES - DISTRICT agrees to comply with the provisions of Section 504 of the Rehabilitation Act of 1973 (29 U.S.C.A. 794 et seq., as implemented in 45 CFR 84.1 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C.A. 12101, et seq.), pertaining to the prohibition of discrimination against qualified persons with disabilities in all programs or activities, as they exist now or may be hereafter amended together with succeeding legislation.

C. In the event of non-compliance with this paragraph or as otherwise provided by federal and state law, this Agreement may be canceled, terminated or suspended in whole or in part and DISTRICT may be declared ineligible for further contracts involving federal, state or county funds.

## 9. PAYMENTS

A. SUPERINTENDENT shall pay DISTRICT for the actual costs of providing the services hereunder; provided, however, the total of such payments does not exceed DISTRICT'S Maximum Obligation; and provided further, DISTRICT'S costs are reimbursable pursuant to County, State, and Federal Regulations.

B. DISTRICT'S billings shall provide such information as is required by SUPERINTENDENT. Payments to DISTRICT should be released by SUPERINTENDENT no later than thirty (30) calendar days after receipt of the correctly completed billing form.

C. All billings to SUPERINTENDENT shall be supported by DISTRICT, by source documentation including, but not limited to, ledgers, journals, time sheets, invoices, bank statements, canceled checks, receipts, receiving records, and records of services provided.

D. SUPERINTENDENT may withhold or delay any payment if DISTRICT fails to comply with any provision of this Agreement.

E. DISTRICT shall not claim reimbursement for services provided beyond the expiration and/or termination of this Agreement, except as may otherwise be provided under this Agreement.

F. DISTRICT shall receive no compensation for the services provided pursuant to this Agreement other than the rate set forth above.

G. DISTRICT shall be required to obtain prior written approval from SUPERINTENDENT'S designated Special Projects staff noted below for any budget adjustments:

Shannon Anderson  
Senior Project Accountant  
200 Kalmus Drive  
Costa Mesa, CA 92626  
Telephone: (714)966-4074  
Fax: (714)668-7942  
Email: sanderson@ocde.us

#### 10. RECORDS MANAGEMENT AND MAINTENANCE

A. DISTRICT, shall, throughout the term of this Agreement, prepare, maintain and manage records appropriate to the services provided and in accordance with this Agreement and all applicable requirements.

B. DISTRICT shall ensure appropriate financial records related to cost reporting, expenditure, revenue, billings, etc., are prepared and maintained accurately and appropriately.

C. DISTRICT shall retain all financial records for a minimum of seven (7) years from the commencement of the contract, unless a longer period is required due to legal proceedings such as litigations and/or settlement of claims.

D. DISTRICT shall make records pertaining to the costs of services, participant fees, charges, billings, and revenues available at one (1) location within the limits of the County of Orange.

E. If DISTRICT is unable to meet the record location criteria above, SUPERINTENDENT and ADMINISTRATOR may provide written approval to DISTRICT to maintain records in a single location, identified by DISTRICT.

#### 11. REPORTS

A. DISTRICT shall be required to submit to SUPERINTENDENT fiscal and/or programmatic reports, as requested by SUPERINTENDENT.

B. Additional Reports: Upon SUPERINTENDENT's request, DISTRICT shall make such additional reports available, as required by SUPERINTENDENT concerning DISTRICT's activities as they affect the services hereunder. SUPERINTENDENT shall be specific to the information requested and allow thirty (30) calendar days for DISTRICT to respond.

## 12. SERVICES TO BE PROVIDED

DISTRICT shall provide the replacement of personnel from the designated and approved substitute roster so personnel can attend trainings to SUPERINTENDENT for the duration of the Agreement in a thorough and timely manner in accordance with Exhibit A of this Agreement.

## 13. SPECIAL PROVISIONS

A. DISTRICT shall not use the funds provided by means of this Agreement for the following purposes:

1. Making cash payments to intended recipients of services through this Agreement.
2. Supplanting current funding for existing services.
3. Purchase of gifts, meals, entertainment, awards, or other personal expenses for DISTRICT's staff.
4. Making personal loans to DISTRICT's staff or making salary advances or giving bonuses to

DISTRICT's staff.

5. Paying an individual salary or compensation for services at a rate in excess of the current Level I of the Executive Salary Schedule as published by the Federal Office of Personnel Management (OPM). The OPM Executive Salary Schedule may be found at [www.opm.gov](http://www.opm.gov).

## 14. STATUS OF DISTRICT

A. DISTRICT is, and shall at all times be deemed to be, an independent contractor and shall be wholly responsible for the manner in which it performs the services required of it by the terms of this Agreement.

B. DISTRICT warrants that it has all necessary licenses required to perform the services required by the terms of this Agreement.

C. DISTRICT is entirely responsible for compensating staff, subcontractors, and consultants employed by DISTRICT. This Agreement shall not be construed as creating the relationship of employer and employee, or principal and agent, between COUNTY, SUPERINTENDENT, and DISTRICT or any of DISTRICT's employees, agents, consultants, or subcontractors. DISTRICT understands and agrees that he/she and all his/her employees shall not be considered officers, employees or agents of SUPERINTENDENT, and are not entitled to benefits of any kind or nature normally provided employees of SUPERINTENDENT and/or to which SUPERINTENDENT'S employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. DISTRICT shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to DISTRICT's employees.

D. DISTRICT assumes exclusively the responsibility for the acts of its employees, agents, consultants, or subcontractors as they relate to the services to be provided during the course and scope of their employment.

E. DISTRICT, its agents, employees, consultants, or subcontractors, shall not be entitled to any rights or privileges of SUPERINTENDENT or COUNTY employees and shall not be considered in any manner to be SUPERINTENDENT or COUNTY employees.

15. TAX LIABILITY

DISTRICT shall report and pay all applicable federal, state, and local income taxes or similar levies as a result of any monies paid by SUPERINTENDENT under this Agreement. DISTRICT shall indemnify, defend and hold COUNTY and SUPERINTENDENT harmless from all liability, claims, losses, demands, including defense costs and attorney fees, whether resulting from court action or otherwise, in the event that any taxing authority or other agency attempts to obtain from COUNTY or SUPERINTENDENT any such monies, or penalties or interest imposed, resulting from any failure of DISTRICT to comply with the provisions of this paragraph.

16. TERM

The term of this Agreement shall commence on May 30, 2012 and terminate no later than May 30, 2012; provided, however, DISTRICT shall be obligated to perform such duties as would normally extend beyond this term including, but not limited to, obligations with respect to indemnification, audits, reporting, and accounting. This Agreement shall be void unless approved by ADMINISTRATOR.

17. TERMINATION

A. Either party may terminate this Agreement, without cause, upon thirty (30) calendar days written notice given the other party.

B. Unless otherwise specified in this Agreement, SUPERINTENDENT may terminate this Agreement upon five (5) calendar days written notice if DISTRICT fails to perform any of the terms of this Agreement. At SUPERINTENDENT's sole discretion, DISTRICT may be allowed up to thirty (30) calendar days for corrective action.

C. SUPERINTENDENT may terminate this Agreement immediately, upon written notice, on the occurrence of any of the following events:

1. The loss by DISTRICT of legal capacity.
2. Cessation of services.
3. The delegation or assignment of DISTRICT's services, operation or administration to another entity without the prior written consent of COUNTY.
7. Unethical conduct or malpractice by any licensed person providing services pursuant to this Agreement; provided, however, COUNTY may waive this option if DISTRICT removes such licensed person from serving persons treated or assisted pursuant to this Agreement.

D. CONTINGENT FUNDING

1. Any obligation of SUPERINTENDENT and COUNTY under this Agreement is contingent upon the following:

a. The continued availability of federal, state and county funds for reimbursement of SUPERINTENDENT's and COUNTY's expenditures, and

b. Inclusion of sufficient funding for the services hereunder in the applicable budget approved by the Board of Supervisors.

2. The obligation of SUPERINTENDENT under this AGREEMENT is contingent upon the



availability of funds furnished by COUNTY. In the event that such funding is terminated or reduced, this AGREEMENT may be terminated, and SUPERINTENDENT'S fiscal obligations hereunder shall be limited to a pro-rated amount of funding actually received by the SUPERINTENDENT under the grant. SUPERINTENDENT shall provide DISTRICT written notification of such termination. Notice shall be deemed given when received by the DISTRICT or no later than three (3) days after the day of mailing, whichever is sooner.

18. NOTICES. All notices, claims, correspondence, reports, and/or statements authorized or required by this Agreement shall be addressed as follows:

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

DISTRICT: Fountain Valley School District  
10055 Slater Avenue  
Fountain Valley, California 92708  
Attn: \_\_\_\_\_

19. TOBACCO USE POLICY. In the interest of public health, SUPERINTENDENT provides a tobacco-free environment. Smoking or the use of any tobacco products are prohibited in buildings and vehicles, and on any property owned, leased or contracted for by the SUPERINTENDENT pursuant to SUPERINTENDENT'S Policy 400.15. Failure to abide with conditions of this policy could result in the termination of this AGREEMENT.

20. DELEGATION AND ASSIGNMENT. DISTRICT may not delegate the obligations hereunder, either in whole or in part, without prior written consent of SUPERINTENDENT and ADMINISTRATOR. This AGREEMENT shall not terminate or alter the responsibilities of SUPERINTENDENT to COUNTY to assure that all activities and provisions described in COUNTY'S Agreement with SUPERINTENDENT shall be carried out.

21. COMPLIANCE WITH APPLICABLE LAWS. The services completed herein must meet the approval of SUPERINTENDENT and COUNTY, and shall be subject to SUPERINTENDENT's general right of inspection to secure the satisfactory completion thereof. DISTRICT agrees to comply with all federal, state and local laws, rules, regulations and ordinances that are now or may in the future become applicable to DISTRICT, DISTRICT's business, equipment and personnel engaged in operations covered by this AGREEMENT or occurring out of the performance of such operations.

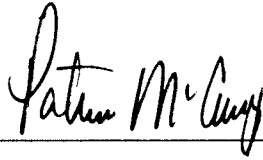
22. NON WAIVER. The failure of SUPERINTENDENT or DISTRICT to seek redress for violation of, or to insist upon, the strict performance of any term or condition of this AGREEMENT, shall not be deemed a waiver by that party of such term or condition, or prevent a subsequent similar act from again constituting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

23. SEVERABILITY. If any term, condition or provision of this AGREEMENT or application thereof to any person or circumstances is held by a court of competent jurisdiction to be invalid, void, or unenforceable, or if any provision of this AGREEMENT contravenes any federal, state or county statute, ordinance, or regulation, the

remaining provisions of this AGREEMENT or application thereof will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

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

IN WITNESS WHEREOF, the parties have executed this Agreement, in the County of Orange, State of California.



\_\_\_\_\_  
Authorized Signer

April 17, 2012

DATE

Name of Organization: Orange County Superintendent of Schools  
Address: 200 Kalmus Drive  
Costa Mesa, CA 92626

\_\_\_\_\_  
Authorized Signer

DATE

Name of Organization: Fountain Valley School District  
Address: 10055 Slater Avenue  
Fountain Valley, CA 92708

\_\_\_\_\_  
ADMINISTRATOR (Approved as to Form)

Name of Organization: County of Orange, Health Care Agency  
Address: HCA/Contract Development and Management  
405 W 5<sup>th</sup> Street  
Santa Ana, CA 92701

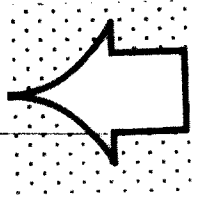


EXHIBIT "A"  
**Fountain Valley School District**  
Participating Schools

<u>School</u>	<u>Allocation Per School</u>
✓ <i><b>PBIS Launch sub costs: 5 teachers x 2 schools at a substitute reimbursement rate of up to \$150.00 per day</b></i>	
<i><b>Substitute reimbursement rate based on actual costs including statutory benefits not to exceed \$150.00 per day.</b></i>	

**Year 1 2012-2013 Cadre**

Fulton Middle School	\$750
Plavan Middle School	\$750

Fountain Valley School District  
**BUSINESS SERVICES DIVISION**

M E M O R A N D U M  
D/FS 11-12 - 04

TO: Stephen McMahon, Assistant Superintendent, Business Services  
FROM: Scott R. Martin, Director, Fiscal Services  
DATE: May 8, 2012  
SUBJECT: **APPROVE RESOLUTION 2012-24 and PUBLIC HEARING FOR  
TIER III CATEGORICAL PROGRAM FLEXIBILITY TRANSFERS**

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**BACKGROUND**

The 2008-09 California State Budget authorized school districts to use funding received from the State for Tier III Programs for any educational purposes, to the extent permitted by Federal Law. No Tier III programs have been closed or are scheduled to close in the current year. The flexibility to transfer funds from these programs is authorized for five years from 2008-09 through 2012-13 by Education Code 42605. The flexibility transfers from the programs below will be transferred to the unrestricted portion of the General Fund, therefore, reducing the loss of funds through the Revenue Limit reductions.

**RECOMMENDATION**

It is recommended that the Board of Trustees approve **Resolution 2012-24** and hold a public hearing to authorize the transfer of the estimated restricted funds on the attached table to the unrestricted General Fund for the fiscal year 2012-13. It is further recommended that these funds or portion of the above income be used for core educational programs.

**2012-13 Categorical Program Budget Flexibility**

Resource	Tier 3 Categorical Programs	Amounts	Use of Funds
0108	School Counseling	92,108	Core Educational Programs
0124	Gifted	40,268	Core Educational Programs
0137	Staff Dev Math & Reading	28,058	Core Educational Programs
0138	Staff Dev. English Learners	6,011	Core Educational Programs
0144	Staff Dev Administrative Training	2,425	Core Educational Programs
0189	Instructional Material	343,485	Core Educational Programs
0193	California Peer Assist	22,198	Core Educational Programs
0228	School Safety & Violence Prevention	27,129	Core Educational Programs
0244	Teacher Credentialing Block Grant	45,510	Core Educational Programs
0245	Professional Development Block Grant	182,460	Core Educational Programs
0246	Target Instructional Block Grant	323,861	Core Educational Programs
0247	School Library Improvement Grant	615,923	Core Educational Programs
0260	P. E. Teacher Incentive Grant	117,441	Core Educational Programs
0265	Arts and Music Block Grant	83,729	Core Educational Programs
0268	Oral Health Assessment	4,450	Core Educational Programs

Note: No Tier III programs have been or are scheduled to close in the 2011/12 fiscal year.

FOUNTAIN VALLEY SCHOOL DISTRICT

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE  
FOUNTAIN VALLEY SCHOOL DISTRICT  
CATEGORICAL FLEXIBILITY FUNDS**

**RESOLUTION NO. 2012-24**

On motion of member \_\_\_\_\_, seconded by member  
\_\_\_\_\_, the following resolution is adopted.

WHEREAS, the State Adopted Budgets of 2008-09, 2009-10, 2010-11, 2011-12 and 2012-2013 provides "Flexibility" for the use of certain Categorical Program Funds to be used in responses to the State fiscal crisis, and

WHEREAS, the Flexibility legislation requires the Governing Board, at a regularly scheduled open public hearing to take testimony from the public and shall discuss and approve or disapprove the proposed use of fund, and

WHEREAS, the attached schedule reflects the estimated amount of Flexibility funds to be used in the General Fund for any educational purpose.

NOW, THEREFORE, BE IT RESOLVED AND ORDERED, the Board of Trustees of the Fountain Valley School District approves the use of the Flexibility Funds as required by the Budget Act of 2009.

**PASSED AND ADOPTED By the Governing Board on May 17, 2012 by the following vote:**

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

**STATE OF CALIFORNIA**    )  
  ) ss  
**COUNTY OF ORANGE**    )

I, Sandra Crandall, Clerk of the Governing Board, do hereby certify that the foregoing is a full, true and correct copy of a resolution passed and adopted by the Board at a regularly called and conducted meeting held on said date.

**WITNESSED** my hand this 17<sup>th</sup> day of May, 2012.

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Clerk of the Governing Board

# 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 27, 2012

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

Board Meeting Date: May 17, 2012

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
191474-1744	Cornerstone Therapies	4,600.00	January 19, 2012 to June 30, 2012

Approved by the FVSD Board of Trustees  
May 17, 2012

---

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 17th of May, 2012 between the  
Fountain Valley School District, County of Orange and Cornerstone Therapies for  
 (Local Education Agency) (Nonpublic School or Agency)  
191474-1744 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, 2011 to August 31, 2011**

SERVICES AS PROVIDED IN ORIGINAL CONTRACT	Provider Type	Per Session Total	Cost Per Session	Maximum No. Sessions	Total Original Cost
1. Physical Therapy - Home ( 2x60min/wk MAKEUPS )	NPA	60 Minutes	100.00	7.00	700.00
<b>TOTAL ORIGINAL CONTRACT COST</b>					<b>700.00</b>

**ADDENDUM CONTRACT - January 19, 2012 to June 30, 2012**

SERVICES ADDED BY THIS ADDENDUM	Provider Type	Per Session Total	Cost Per Session	Maximum No. Sessions	Total Addendum Cost
2. Physical Therapy - Home ( 2x60min/wk )	NPA	60 Minutes	100.00	46.00	4,600.00
<b>TOTAL ADDENDUM CONTRACT COST</b>					<b>4,600.00</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 - Home ( 2x60min/wk MAKEUPS )	NPA	60 Minutes	100.00	7.00	700.00
2. Physical Therapy - Home ( 2x60min/wk )	NPA	60 Minutes	100.00	46.00	4,600.00
<b>TOTAL AMENDED CONTRACT COST</b>					<b>5,300.00</b>

This AMENDED Service shall begin on January 19, 2012 and shall terminate at 5:00 p.m. on June 30, 2012 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 27, 2012

Subject: **Non-Public Agency Contracts**

Board Meeting Date: May 17, 2012

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
848471-1897	Cornerstone Therapies	3,900.00	February 21, 2012 to June 30, 2012

Approved by the FVSD Board of Trustees  
May 17, 2012

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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: 04-27-12 Local Education Agency: Fountain Valley School DistrictNonpublic School/Agency: Cornerstone TherapiesPupil Name: 848471-1897DOB 2/18/2009

Last, First Middle

Address:

Street

City

Zip

Sex: \_\_\_\_\_

Grade: \_\_\_\_\_

Residential Setting (Indicate Home, Foster, JCS or LCI): Home

(K - 8 or 9 - 12)

If LCI, indicate number: \_\_\_\_\_

## CONTRACT TERMS:

1. The pupil's teacher/service provider will hold the following credential/license: Licensed Speech Pathologist, Licensed Physical Therapist, Occupational Therapist2. The class size for the pupil will not exceed N/A, and/or therapist/pupil ratio will be 1:13. The length of the instructional program will be N/A per day, Monday through Friday. (Nonpublic school only)

4. AUTHORIZED educational services as specified in the IEP shall be provided by the CONTRACTOR up to the amount specified.

## A. BASIC EDUCATION PROGRAM (Applies to nonpublic schools only):

Number of days

x Per Diem

TOTAL BASIC EDUCATION COSTS

## B. DESIGNATED INSTRUCTION AND SERVICES/RELATED SERVICES:

SERVICES	Provider Type	Per Session Total	Cost Per Session	Maximum No. Sessions	Maximum Total Cost for Contracted Period
1. Physical Therapy - Clinic/School	NPA	60.00 Minutes	100.00	36.00	3,600.00
2x60min/wk					
2. Physical Therapy - Consultation	NPA	60.00 Minutes	100.00	3.00	300.00
3x60min/yr					

Maximum Total Related Services Costs (B) 3,900.00

Maximum Total Basic Education and Related Services Costs (A + B) \_\_\_\_\_

Maximum Per Diem for Basic Education \_\_\_\_\_

## INDIVIDUAL SERVICE AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES

(Education Code 56365 et seq.)

All terms and conditions of the current Master Contract for Nonpublic, Nonsectarian School Agency (NPS/NPA), hereinafter referred to as the Master Contract, previously executed by the parties hereto, are incorporated herein by reference. The CONTRACTOR will implement the Individualized Education Program (IEP), and will request an IEP review prior to any change in the service program.

Other Provisions (attachments as necessary): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The parties hereto have executed this contract by and through their duly authorized agents or representatives.

This contract is effective on: February 21, 2012and terminates on 5:00 p.m. on: June 30, 2012

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 \_\_\_\_\_