



Fountain Valley School District

BOARD OF TRUSTEES
REGULAR MEETING

AGENDA

Board Room
10055 Slater Avenue
Fountain Valley, CA

February 28, 2013

- CALL TO ORDER: 5:00PM
- ROLL CALL
- APPROVAL OF AGENDA

M ___
 2nd ___
 V ___

STUDY SESSION

1. TECHNOLOGY STUDY SESSION

Following the Technology Update provided by Dr. Hoefler at the December 13, 2012 board meeting, the Board of Trustees will have an opportunity to discuss the response options presented regarding technology integration in the Fountain Valley School District.

- 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.

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.

- **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.
- **Liability Claims: *Government Code Section 54961, 54956.95 & 54957***
The Board will discuss the claim involving Employee #496 against the Fountain Valley School District with respect to a workers' compensation settlement.
- **PLEDGE OF ALLEGIANCE** will be led by Boy Scout Troop 792.

SPECIAL PRESENTATIONS

2. RECOGNITION OF MIDDLE SCHOOL 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 each of our middle schools: Fulton Middle School, Masuda Middle School and Talbert Middle School.

3. RECOGNITION OF MIDDLE SCHOOL 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 Fulton Middle School, the Board shall recognize and thank Michelle Eichinger and Melinda Lynch. From Masuda Middle School, the Board shall recognize and thank Marty Cope, Rachel Arnold and Julie Barie. And from Talbert Middle School the Board shall recognize and thank Lisa Schultz and Nicola Weiss.

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

4. 2013 CSBA DELEGATE ASSEMBLY ELECTION – REGION 15

M _____
2nd _____
V _____

The Board of Trustees may vote for up to nine candidates for the 2013 CSBA Delegate Assembly Election – Region 15.

Superintendent's Recommendation: It is recommended that the Board of Trustees reach consensus to vote for the Delegate Assembly nominees of its choice, not to exceed nine candidates.

5. REVISIONS TO BOARD POLICY 3550: FOOD SERVICE/CHILD NUTRITION (FIRST READING)

M _____
2nd _____
V _____

Board Policy 3550: Food Service/Child Nutrition Program has been updated to reflect required district practices and procedures in regards to the Food Service Program.

Superintendent's Recommendation: It is recommended that revisions to Board Policy 3550: Food Service/Child Nutrition Program be approved for first reading, with necessary changes as indicated by the Board of Trustees.

6. RESOLUTION 2013-19: WEEK OF THE SCHOOL ADMINISTRATOR

M _____
2nd _____
V _____

The Board of Trustees recognizes that Leadership Matters for California's public education system and that our school administrators are passionate, lifelong learners who believe in the value of quality education, who continue to prove that great schools are led by great principals and great districts by great superintendents.

Superintendent's Recommendation: It is recommended that the Board of Trustees adopt Resolution 2013-19: Week of the School Administrator, commending our school leaders in honor of Week of the School Administrator, March 3-9, 2013.

7. CONSENT CALENDAR/ROUTINE ITEMS OF BUSINESS

M _____
2nd _____
V _____

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

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

Routine Items of Business

- 7-A. Board Meeting Minutes from January 24th meeting
- 7-B. Personnel Items (Employment Functions, Workshops/Conferences, and Consultants)
- 7-C. Donations
- 7-D. Warrants
- 7-E. Purchase Order Listing
- 7-F. Budget Adjustments

Consent Items

7-G. REVISIONS TO BOARD POLICY 3100: BUDGET (SECOND READING AND ADOPTION)

Superintendent's Comments: It is recommended that the Board of Trustees approves revisions to Board Policy 3100: Budget for second reading and adoption, with necessary changes as indicated by the Board of Trustees.

7-H. REVISIONS TO BOARD POLICY 5116.1: INTRADISTRICT OPEN ENROLLMENT (SECOND READING AND ADOPTION)

Superintendent's Comments: It is recommended that the Board of Trustees approves revisions to Board Policy 5116.1: Intradistrict Open Enrollment for second reading and adoption, with necessary changes as indicated by the Board of Trustees.

7-I. REVISIONS TO BOARD POLICY 7214: GENERAL OBLIGATION BONDS (SECOND READING AND ADOPTION)

Superintendent's Comments: It is recommended that the Board of Trustees approves revisions to Board Policy 7214: General Obligation Bonds for second reading and adoption, with necessary changes as indicated by the Board of Trustees.

7-J. AGREEMENT BETWEEN THE ASSISTANT LEAGUE OF HUNTINGTON BEACH AND THE FOUNTAIN VALLEY SCHOOL DISTRICT

Superintendent's Comments: It is recommended that the Board of Trustees approves the agreement with the Assistance League of Huntington Beach for continued district participation in the *Links to Learning HB* program through the 2014-2015 school year.

7-K. CONSOLIDATED APPLICATION FOR FUNDING CATEGORICAL PROGRAMS (WINTER 2012 DATA COLLECTIONS)

Superintendent's Comments: It is recommended that the Board of Trustees approves transmittal of the Consolidated Application, Winter 2012 Data Collection, to the California State Department of Education.

7-L. SUNESYS CONTRACT: WIDE AREA NETWORK LICENSE AGREEMENT

Superintendent's Comments: It is recommended that the Board of Trustees approves the agreement with Sunesys, LLC, to extend the original contract for Wide Area Network services dated November 29, 2007, and effective December 1, 2008, for an additional 60-month period to commence December 1, 2013.

7-M. 2011-2012 PROGRAM EFFECTIVENESS RESULTS

Superintendent's Comments: It is recommended that the 2011-2012 Program Effectiveness Results be approved by the Board of Trustees.

7-N. NON-PUBLIC AGENCY CONTRACTS (BOARD MEMBERS ONLY)

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

Non-Public School/Agency	100% Contract Cost	Effective Dates
Cornerstone Therapies	650	1/23/2013-6/30/2013
Sylvia Mende, Psy.D.	12,000	2/13/13-6/30/13
Sylvia Mende, Psy.D.	3,500	1/31/13-6/30/13
The Institute for Child and Family Dev.	3,225	1/11/13-6/30/13

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, March 28, 2013 at 7:00pm.**

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

Board meeting proceedings are tape recorded.

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

SO 2012-13/B13-32
Fountain Valley School District
SUPERINTENDENT'S OFFICE

M E M O R A N D U M

TO: Board of Trustees
FROM: Marc Ecker
SUBJECT: **Technology Study Session**
DATE: January 14, 2013

Background:

Following the Technology Update provided by Dr. Hoefer at the December 13, 2012 board meeting, the Board of Trustees will have an opportunity to discuss the response options presented regarding technology integration in the Fountain Valley School District.

FOUNTAIN VALLEY SCHOOL DISTRICT
Curriculum/Instruction

MEMORANDUM

TO: Marc Ecker, Superintendent

FROM: Anne Silavs, Assistant Superintendent, Instruction

SUBJECT: *STUDENT RECOGNITION PROGRAM*

DATE: February 11, 2013

BACKGROUND INFORMATION

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

- extraordinary effort
- achievement
- improvement

At the Board Meeting on February 28, 2013, the following students from **Fulton, Masuda and Talbert Middle School** will be recognized.

	<u>Fulton Middle School</u>	<u>Masuda Middle School</u>	<u>Talbert Middle School</u>
6 th grade	Lexie MacDonald	Nicholas Damschen	Cody Grudt
6 th grade	Jacquelyn Truong	Amanda Hay	Jessica Oatis
7 th grade	Rebekah Pinkham	Nathan Wilson	Rene Garcia
7 th grade	Ethan Mack	Emma Hall	Auzeen Rahgoshay
8 th grade	Madeline Domingo	Jakob Didio	Rebecca Hogan
8 th grade	Michael Saffell	Khoa Phan	Deborah "Journey" Freels

kn

c: Jennifer Perkins
Chris Mullin
Cara Robinson

SO 12-13/B13-31
Fountain Valley School District
Superintendent's Office

MEMORANDUM

TO: Board of Trustees
FROM: Marc Ecker, Superintendent
SUBJECT: **Special Presentation: Middle School Parent Volunteers**
DATE: February 15, 2013

Background:

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

Volunteers are selected by the principal and/or Parent Teacher organization 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 our middle school outstanding and deserving volunteers:

Fulton Middle School: ♥ Michelle Eichinger ♥ Melinda Lynch	Masuda Middle School: ♥ Marty Cope ♥ Rachel Arnold ♥ Julie Barie	Talbert Middle School: ♥ Lisa Schultz ♥ Nicola Weiss
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Board Meeting of February 28, 2013

SO 12-13/B13-34
Fountain Valley School District
Superintendent's Office

MEMORANDUM

TO: Board of Trustees
FROM: Marc Ecker, Superintendent
SUBJECT: **2013 CSBA Delegate Assembly Election – Region 15**
DATE: February 13, 2013

Background

Enclosed is a copy of the 2013 CSBA Delegate Assembly Election ballot and biographical sketches of all nominees. The Board of Trustees may vote for up to nine candidates with no more than one vote for any one candidate. Each member board shall submit one ballot. The ballot contains a provision for write-in candidates. The official ballot, with the signature of the Board Clerk, must be returned to CSBA postmarked no later than March 15, 2013.

Recommendation

It is recommended that the Board of Trustees reach consensus to vote for the Region 15 Delegate Assembly nominees of its choice, not to exceed nine candidates.

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office No later than **FRIDAY, MARCH 15, 2013**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2013 DELEGATE ASSEMBLY BALLOT
REGION 15
(Orange County)

Number of vacancies: 9 (Vote for no more than 9 candidates)

Delegates will serve two-year terms beginning April 1, 2013 – March 31, 2015

**denotes incumbent*

Bonnie Castrey (Huntington Beach Union HSD)*

Judith Edwards (Fountain Valley ESD)*

Karin M. Freeman (Placentia-Yorba Linda USD)*

Celia Jaffe (Huntington Beach City ESD)*

Jose F. Moreno (Anaheim City ESD)*

Elizabeth Dorn Parker (Orange COE)

Robert A. Singer (Fullerton Jt. Union HSD)*

Suzie R. Swartz (Saddleback Valley USD)*

Lynn Thornley (Fullerton SD)

Provision for Write-in Candidate Name

School District

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District/COE Name

Date of Board Action

See reverse side for a current list of all Delegates in your Region.

Region 15 – Susan Henry, Director (Huntington Beach Union HSD)

24 Delegates (18 elected/6 appointed)

Below is a list of all the current Delegates from this Region.

Ginny Aitkens (Saddleback Valley USD), appointed term expires 2013
Dana Black (Newport-Mesa USD), term expires 2014
Tammie Bullard (Tustin USD), term expires 2014
Bonnie Castrey (Huntington Beach Union HSD), term expires 2013
Meg Cutuli (Los Alamitos USD), term expires 2014
Judith Edwards (Fountain Valley ESD), term expires 2013
Judy Franco (Newport-Mesa USD), term expires 2014
Karin Freeman (Placentia-Yorba Linda USD), term expires 2013
Celia Jaffe (Huntington Beach City ESD), term expires 2013
Barbara Michel (Buena Park ESD), term expires 2013
Kathryn A. Moffat (Orange USD), appointed term expires 2014
Jose F. Moreno (Anaheim City SD), term expires 2013
Anna L. Piercy (Anaheim Union HSD), appointed term expires 2014
Roman Reyna (Santa Ana), appointed term expires 2014
Rob Richardson (Santa Ana), appointed term expires 2013
Don Sedgwick (Saddleback Valley USD), term expires 2014
Michael Simons (Huntington Beach Union HSD), term expires 2014
Robert A. Singer (Fullerton Joint Union HSD), term expires 2013
Suzie Swartz (Saddleback Valley USD), term expires 2013
Sharon Wallin (Irvine USD), term expires 2014
Vacant, (Garden Grove USD), appointed seat expires 2014
Vacant, (Garden Grove USD), appointed seat expires 2015
Vacant, elected term expires 2013

County Delegate

John W. Bedell (Orange COE), appointed term expires 2013

Counties

Orange



CSBA

2013 Delegate Assembly Candidate Biographical Sketch Form

Due: Monday, January 7, 2013 (U.S. Postmark or fax - 916.669.3305 or 916.371.3407)

Please complete, sign and date this **required** candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this candidate form will **not** be accepted.

Name: <u>Bonnie Castrey</u>	CSBA Region/Subregion: <u>15</u> / _____
District or COE: <u>Huntington Beach Union High School District</u>	Years on board: <u>27</u> ADA: <u>16,000</u>
Contact Number: <u>714-963-7114 or 714-747-9882</u>	E-mail: <u>bcastrey@earthlink.net</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, how long have you served as a Delegate? <u>26</u>

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

One of the cornerstones of our democracy is our Public Education system. This is where children learn to think, work and play together. CSBA's leadership in both legislative and legal avenues to secure proper and adequate funding is urgent and must remain our top priority. We passed Proposition 30, but now must continue to educate our communities through strong, focused and pertinent media of the needs of our schools for children's success. We once were in the top five funded states and at that time had a research and development "engine" second to none. To regain our world position, we must invest in the education of our children. Our legislative actions must be both State and Federal and focused on full funding of all mandates including Special Education. In order to achieve these goals our governance education programs for all school board members must be accessible and affordable and applicable to the rapidly changing environment of our society.

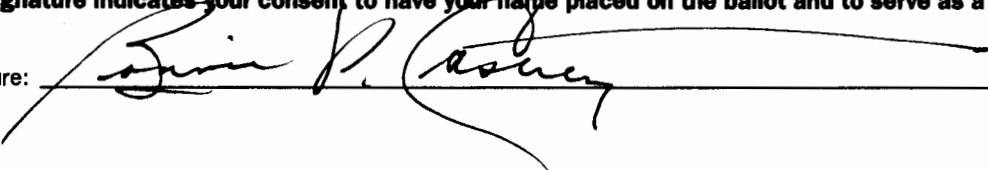
Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district or county office.

I remain active in various activities at all the school sites and have served or currently serve on several District committees including, Relationships by Objectives, Strategic Planning, Wellness/Nutrition Committee, Team Building through Communication, Coastline ROP and am currently President of our Board. In that position, I frequently represent the Board in all three of our diverse communities. Over the years, I have mentored new school board members in this area and served many years on the Orange County School Boards Association's Board of Directors, including as President. I often serve on CSBA committees and task forces representing Region 15 and am currently the "carry-over" member of the CSBA Nominating Committee and Chairing the Committee this year.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

I am interested in continuing to serve in the Delegate Assembly, as I have had the opportunity to both serve CSBA on numerous committees and to learn from Delegates in this region and throughout the state regarding pertinent issues. This year in particular, as Chair of the CSBA Nominating Committee, I will continue the work the Committee commenced last year, making the nomination process transparent and open to all CSBA Members. Legislatively, I will also continue to represent the District, Region and State at the Federal Relations Conference and fight for funding for all of our children's education.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature:  Date: 12/18/12

Bonnie Prouty Castrey Resume

Ms Castrey, originally a nurse by profession, has always taken an active role in education. She earned her three-year diploma in 1964 from Edward J. Meyer Memorial Hospital in Buffalo, New York, and her Bachelor of Science from California State University at Long Beach in 1972. In 1992, she completed her Juris Doctor at Western State University College of Law where she received a full scholarship based on scholastic achievement.

In 1972 she became a tenured instructor at El Camino College. She continues to teach mediation, negotiation skills, and arbitration at a number of colleges and universities as an adjunct professor. She also provides seminars on communication skills, group process, negotiations, facilitation, and building internal capacity for dispute resolution and dispute resolution skills. In 1978, County Supervisor Harriett Wieder appointed Ms Castrey to the Orange County Commission on the Status of Women. She served on the Commission for nine years. During that time she influenced public policy and in 1979, Conciliation Courts to mediate child custody disputes were established in the Orange County Superior Court.

Since 1985, Ms Castrey has served her community as an elected Trustee of the Huntington Beach Union High School District. The District encompasses three cities and has six comprehensive high schools, one continuation school, alternative education and adult education programs serving over 16,000 students. She has served eight terms as President of the Board. One of her most significant contributions to the school district has been the initiation of the Relationships By Objectives (RBO) for certificated staff and Team Building through Communication (TBC) for classified staff which brought labor management peace to the district through collaborative problem-solving.

In 1986, the Board placed a significant emphasis on creating a climate in which women and people of color could thrive and succeed in climbing the administrative ladder. Hence, it is now our culture to have women and people of color in leadership positions.

Ms Castrey served 8 and 1/2 years as the HBUHSD Representative to the Coastline Regional Occupational Program and served as President of that Board twice. She has attended the statewide legislative meetings of CARCROP and spoken out on the need for funding and adequately supporting Career and Technical Education. She is currently serving a new two year term on Coastline ROP and is the Clerk this year.

As a member of the Golden West College Foundation and Chair of the Center for Excellence in Education Foundation, she has helped raise money for teachers and the Arts/CAPPIES in Orange County. Ms Castrey was also instrumental in the formation of the HBUHSD Academy for the Performing Arts in 1989. That academy has grown from 80 to more than 600 students, and the academy has won over 25 CAPPIES, many Macy Awards, and other significant recognitions over these years. Its students and staff are Nationally and Internationally recognized.

Ms Castrey is an internationally recognized specialist in dispute resolution. She has assisted parties in reaching agreements through mediation in diverse industries from education and construction to theme parks and transportation. She specializes in employment and labor/management issues. In her more than three decades of neutral practice, Ms Castrey has assisted parties in over 2,500 disputes. As an active member of the Society of Professionals In Dispute Resolution (SPIDR), she co-edited the International "SPIDR News" newsletter for ten years, served on the Board of Directors 1987-1992, and served as the International President in 1990-1991.

Ms Castrey helped found and serves on the boards of directors of numerous organizations, including the California Foundation for the Improvement of Employer-Employee Relations (CFIER) and The Mediation Center and the California Dispute Resolution Council (CDRC). She chaired the American Arbitration Association's Orange County Employment Mediation Advisory Council from 1995-1999. She currently chairs the Center for Collaborative Solutions (CCS) which resulted from the merger of CFIER and The Workplace Institute.

Ms Castrey holds numerous awards for her professional and community activities and speaks nationally and internationally on comparative dispute resolution systems in the United States. In 1995 President Clinton appointed Ms Castrey to a five-year term as a Member of the Federal Service Impasses Panel (FSIP). In 2000, the President reappointed her as Chair of the Federal Service Impasses Panel (FSIP) where she served until January of 2002. In March and April of 1999, she served as a Visiting Scholar at Edith Cowen University, Perth, Australia, and in January of 2000, she was a Guest Lecturer at Harvard's John F. Kennedy School of Public Policy. In 2010 she was awarded a Life Time Achievement Award by the Labor Employment Relations Association.



CSBA

2013 Delegate Assembly Candidate Biographical Sketch Form

Due: Monday, January 7, 2013 (U.S. Postmark or fax - 916.669.3305 or 916.371.3407)

Please complete, sign and date this **required** candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this candidate form will **not** be accepted.

Name: <u>Judith Edwards</u>	CSBA Region/Subregion: <u>15</u> / <u> </u>
District or COE: <u>Fountain Valley School District</u>	Years on board: <u>14</u> ADA: <u>6300</u>
Contact Number: <u>714.968.2353</u>	E-mail: <u>edwards2jh@cs.com</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, how long have you served as a Delegate? <u>8</u>

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

I am serving my 4th term on the Fountain Valley School District governing board.

I served on my district's Action Committee for Education (ACE) for 6 years.

I served as a board representative to the Special Education Committee for 6 years and have also represented the Fountain Valley School District on Ad Hoc committees for the cities of Fountain Valley and Huntington Beach.

I have served as a representative to the Superintendent-Parent Council (SPC) and to the Nominating Committee on School District Organization.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district or county office.

I hold a B.A. in history and special education and a M.A. in educational leadership. After 20+ years of teaching, I am retired. I served for 10 years on the governing board of the California Association of Resource Specialists (CARS+). During that time, I served two terms as State President and was the Convention Chair. I've also held the positions of PTA President and President of the Superintendent-Parent Council. I currently supervise student teachers at Chapman University.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

I am a graduate of the CSBA Master in Governance Program. I am a past President of the Orange County Chapter of CSBA. I have also served as district representative for PAGE and serve as an alternate to the Nominating Committee on School District Organization. I regularly attend the OCSBA/ACSA general dinner meetings and the CSBA Annual Education Conference and served on the convention planning committee for the conference. Our board unanimously adopted a resolution in support of CSBA's Professional Governance Standards and our district utilizes CSBA's policy service via GAMUT.

As I remember my years raising my two children, my experiences in educational leadership on the PTA, my career as a teacher in the Westminster School District, and as a member of the Fountain Valley School District governing board, I have always been keenly committed to public education. I am eager to continue to serve Region 15 as an advocate for children and education.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Judith Edwards Date: 12/13/2012



2013 Delegate Assembly Candidate Biographical Sketch Form

Due: Monday, January 7, 2013 (U.S. Postmark or fax - 916.669.3305 or 916.371.3407)

Please complete, sign and date this **required** candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this candidate form will **not** be accepted.

Name: <u>Karin M. Freeman</u>	CSBA Region/Subregion: <u>15</u> / <u> </u>
District or COE: <u>Placentia-Yorba Linda Unified School District</u>	Years on board: <u>23</u> ADA: <u>25,648</u>
Contact Number: <u>1-714-777-0686</u>	E-mail: <u>KMFinYLca@aol.com</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, how long have you served as a Delegate? <u>10 years</u>

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.
My top priorities continue to be: 1. Securing appropriate funding for education, 2. Improving academic achievement, and 3. Expanding multiple pathways for student success.

In the wake of several years of budget reductions, opportunities for students to receive a quality education are at greater risk of deterioration. CSBA has maintained its commitment to seek solutions to the funding imbalance found in California school finance. I support this priority wholeheartedly.

Despite limits created by dwindling funds and mandated program encroachments, we must continue to strengthen our educational offerings in order to better prepare students for college and careers. More attention should be focused on creating a diversity of educational pathways which include career technical education and individualized interventions.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district or county office.

I began my role as a board member in a small K-8 district, affording a more intimate setting in which to learn about the needs of a school district. Following a merger into a larger unified district, my involvement also expanded. One of those early opportunities to learn more was to be appointed as PYLUSD's representative on the North Orange County ROP Board of Trustees. I truly value that role and have a greater appreciation for career-technical education as an important asset to the high school experience.

I have been a member of the Orange County School Boards Association Board of Directors since 1993. In this position I can regularly engage in two-way communications on matters affecting Orange County and its school districts. My membership on the Orange County Committee on School District Organization is definitely worthwhile since some of the issues brought forth have potential relevancy for other districts in the future.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

My various duties and experiences have given me a solid foundation, enabling me to become a contributing member and lend my support as a delegate. Throughout the years, the Orange County delegation has demonstrated its leadership within CSBA by working hard to find solutions to problems common to many in education. As a current delegate member, I continue to learn from and share with other board members, and I will strive to work in collaboration with others in order to improve the conditions of California's public education system. Fortunately I benefited from a full, rich education during my K-12 years. The students of today and as well as those yet to enter our schools are deserving of no less than the best.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Karin M. Freeman Date: 11-26-12

KARIN M. FREEMAN
Candidate for CSBA Delegate Assembly, Region 15

EDUCATIONAL LEADERSHIP EXPERIENCE

- Board member, PYLUSD Board of Education since 1989
- Board member, North Orange County Regional Occupational Program since 1991
- Member, Orange County School Boards Association Board of Directors since 1993
- Member, Orange County Committee on School District Organization since 2007
- Delegate, California School Boards Association since 2002
- CSBA Golden Bell validator multiple times
- Masters in Governance graduate, CSBA
- Involved with the Business Booster Club at El Camino High School since 2006
- Former CSBA Governmental Relations Chair, Assemblyman Duvall
- Board member, former Yorba Linda Elementary School District (1986-1989)
- Past PTA President at Linda Vista Elementary, 2 terms
- Past Site Council member, Linda Vista Elementary
- Volunteered for 9 years at her children's schools plus another 5 years at another school in the district
- Active leader in the merger of Placentia Unified with Yorba Linda Elementary School District in the late 1980's

CIVIC INVOLVEMENT/ACTIVITIES

- Member, Yorba Linda Chamber of Commerce since 1984 including terms as a director and executive board officer; currently a member of the Education Committee
- Member, St. Jude Community Benefit Committee since 1999
- Yorba Linda Veterans Memorial Committee, 2006-2009
- Founding member/current committee chair, Yorba Linda Historical Society
- Member, Placentia Founders Society
- Steering Committee member, North Orange County Leadership Institute 1994-2000
- Member, former Placentia-Yorba Linda Child Care Task Force
- Treasurer, YL4ED, an education foundation for the former Yorba Linda School District

EDUCATION/PROFESSIONAL/PERSONAL

- B.A., Political Science, UCI
- Lived in Germany for two years post university.
- Former technical English teacher, IBM Germany
- Former customer service supervisor, Southern California Edison
- 1990 Recipient of Honor, Orange County Commission on Status of Women
- 2005 Marian Bergeson Award, Outstanding Board Member in Orange County
- Married 43 years with two children graduating our public schools

My experience as a board member in a K-8, a K-12, and an ROP has given me a strong foundation to better serve the many interests of our students. I welcome any questions or comments about my candidacy for re-election to the CSBA Delegate Assembly. Please call me at 714-777-0686 or e-mail me at KMFinYLCa@aol.com.

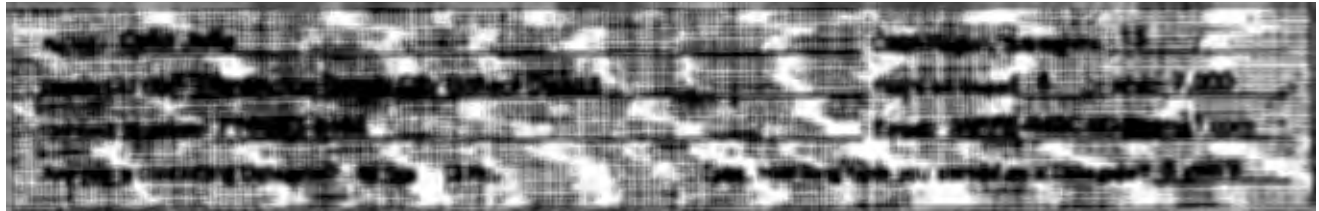


CSBA

2013 Delegate Assembly Candidate Biographical Sketch Form

Due: Monday, January 7, 2013 (U.S. Postmark or fax - 916.669.3305 or 916.371.3407)

Please complete, sign and date this required candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this candidate form will not be accepted.



CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.
1st Priority: Education Funding: California schools have done very well, given the appalling level of funding over the last three decades and particularly during recent years of cuts. CSBA must continue pursuit of the Robles-Wong court case and other measures to move toward the stable, sufficient funding to support the more robust and effective system the students of our state deserve.

2nd Priority: Transition to Common Core: CSBA needs to be an integral player in conversations about how Common Core State Standards are to be brought into California schools. Transitional curriculum materials, teacher training, the technology for the new assessments, and final instructional materials for implementation are issues the entire state faces in the coming years.

3rd Priority: Simplification of the Ed Code: Combine and simplify overlapping and obsolete regulations.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district or county office.

I've been active in Huntington Beach schools since 1992, first as a parent volunteer, then a PTA leader, and finally a school trustee. As a regular attendee of OCSBA's dinners, PAGE meetings, and other speaker events, I keep up to date with education issues and network with other school boards.

In my role as an officer (currently president) of 4th District PTA (Orange County), I have a rare opportunity to get an inside view of public schools all over the county. In the past four years, I calculate that I've been to at least 17 school districts in Orange County and met with or trained countless school volunteers. This gives me a wider sense of our local education community than most people enjoy.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

My contributions to Delegate Assembly are a thorough understanding of education issues, a desire to hear the viewpoints of education leaders from all over California, and a commitment to find solutions to our common challenges.

In six years as a delegate, I have attended every session in its entirety.

Additionally, I served as a classroom teacher for five years and hold a masters degree in education.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: _____

Celia Jaffe

Date: _____

12-21-2012



CSBA

2013 Delegate Assembly Candidate Biographical Sketch Form

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Name: <u>Jose F. Moreno</u>	CSBA Region/Subregion: <u>15</u> / _____
District or COE: <u>Anaheim City School District</u>	Years on board: <u>6</u> ADA: <u>19,300</u>
Contact Number: <u>(h) 714.999.6580 (c) 562.397.9451</u>	E-mail: <u>Morenojo@sbcglobal.net</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, how long have you served as a Delegate? <u>4</u>

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

1) Rational school finance system in California that balances greater local control and accountability with appropriate state controls (e.g. insure that our core values of a fair and equitable school system is protected state-wide but that local districts are given local flexibility in use of more refined and targeted categorical funds); 2) Broader whole-student approach to education rather than punitive approach of current accountability based only on test scores. Our curriculum and assessments should maximize the intellectual talent of our students. State and federal educational policies should encourage the development of the whole child which in addition to English and math proficiencies should include science, visual and performing arts, social studies, biliteracy and technological competencies. I support a P21 framework (www.p21.org) which includes the 3 Rs (reading, writing and arithmetic) but also the 4 Cs—(critical thinking and problem solving, communication, collaboration, and creativity; and 3) Assuring opportunities for all students to succeed and that they develop a deep sense of civic engagement and responsibility.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district or county office.

Board representative to our District's Boundary & Facilities Committee and our Budget Advisory Committee; I regularly conduct parent / community presentations on the conditions of education in Anaheim and Orange County with a focus on Achievement Gaps, College Pathways and Community Partnerships; I have served on the planning committees and presented as a keynote speaker at the Orange County Latino Education Summits held at CSUF, Fullerton College and Santa Ana College; I serve on the Anaheim Police Chief's Advisory Board; and serve as President of Los Amigos of Orange County; and I work actively with the Anaheim Union High School District Parent Advisory Committee and AUHSD school leaders to improve college preparation programs for students and families. Additionally, in my professional work as a Professor of Latino Education & Policy Studies at CSU Long Beach I teach, conduct research and consult with various school systems, educational organizations and colleges/universities on matters related to educational equity, access and community engagement.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

I am interested in contributing my knowledge and experiences toward advocating for public education in California. In particular I am interested in contributing toward effectively educating the public and other elected officials about successful practices and policies across the K-16 spectrum that seek to eliminate achievement gaps across sub-groups of students. My background and knowledge will be of value toward meeting CSBA's goals of improving public education in California for all students including the particular strengths and challenges of local schools in Orange County. I have served on the CSBA Annual Education Conference Planning Committee in 2010 and 2011 experiences which have allowed me to better understand and influence conversations in CSBA that reflect our local contexts in Orange County. In addition to being an active Board member in my District and an active parent with 4 children in our public schools, my educational training and professional experiences can also serve as a benefit. I have a Doctorate in Education from Harvard University and have worked with diverse stakeholders to support public education

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature:  Date: 1/7/13



CSBA

2013 Delegate Assembly Candidate Biographical Sketch Form

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Name: <u>Elizabeth Dorn Parker</u>	CSBA Region/Subregion: <u>15</u> / _____
District or COE: <u>Orange County Board of Education</u>	Years on board: <u>31</u> ADA: <u>10,000+</u>
Contact Number: <u>949-433-5568</u>	E-mail: <u>lparker2@sbcglobal.net</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, how long have you served as a Delegate? _____

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

1. Stable and Long Term Funding for Public Education - which includes a push to fully fund ALL mandates from both the federal and state levels - just fully funding the encroachment from the IDEA under-funding of the mandates would lead to long-term and stable funding (the figure in our county alone is nearly \$400 million annually)
2. Encourage and push for local control, in particular this means our local boards are allowed to set policies and implement what they know is best for their students for success. I have seen local control eroding which has led to poor decisions being made at the state and national levels. Each district board knows how best to address their challenges, with that gone, we do not have the ability to implement the best policies for our students.
3. Ensure any changes to funding formulas we school board leaders have a voice. This will make certain we are a part of the final decisions we will then be forced to live with in our budgets. CSBA needs to speak up at the time of the negotiations to ensure the formulas are in the best interest of all of the students in the state.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district or county office.

I continue to be a part of my local community and district through my support of our local community college foundation, as well as serve on committees to help bring a new planetarium to the community, provide more resources for our emancipated youth leaving the K-12 school environment, and 'in the field' hands on environment learning. Through my family's business (restaurant and catering) we are members of the local chamber of commerce, support local youth sports and activities as well as provide ongoing help to the local shelter providing support and meals to those who are homeless or close to being without a stable home.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

With many years of experience in leadership at the county, state and federal levels truly I have seen much and now have extensive 'institutional knowledge.' With this experience combined with my understanding of the financial pressures bearing down on our schools, I am in a great position to step back onto the Delegate Assembly to create long-term solutions to this crazy roller-coaster of funding we have been forced to 'ride.' I am looking forward to a better delivery of education of our young students utilizing the best in technology, the best teaching to then achieve the best outcomes for all of our students once financial stability can be achieved.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature:  Date: 1/3/2013



CSBA

2013 Delegate Assembly Candidate Biographical Sketch Form

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Name: <u>Robert A. Singer, Ph.D.</u>	CSBA Region/Subregion: <u>15</u> / <u> </u>
District or COE: <u>Fullerton Joint Union High School District</u>	Years on board: <u>32</u> ADA: <u>14,221</u>
Contact Number: <u>714/871-6326</u>	E-mail: <u>sing4us@aol.com</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, how long have you served as a Delegate? <u>12 years</u>

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

1) Help develop and obtain adequate and stable education funding. Achievement of our mission to educate all of California's young people to be competitive nationally and internationally requires that each of our local school districts receives sufficient, predictable, and defensible resources. 2) Help ensure and protect high levels of local school district flexibility and control of their public education policy, management, and resource allocation decisions. This is essential to allow our many disparate school and county districts to best meet both their common and unique needs and characteristics. 3) Help develop and implement changes to California public education law and policies that strengthen the ability of all school districts to best meet the tough educational challenges for our children. Enhancements in important areas such as accountability, employee evaluation and tenure, charter schools and non public-education alternatives, mandates and additional State-impacted expenses, etc., are required to rebuild public confidence and political support that our public education system is evolving to effectively meet student needs in a competitive and economically challenging environment.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district or county office.

Served seven terms as Board President; Served eleven years to date on the Orange County Committee on School District Organization; Served earlier on the Orange County School Boards Association with a term as Director for High Schools, and as a Trustee for the North Orange County Regional Occupational Program (currently as an Alternate); Served on the City of Fullerton Economic Development Team; Initiated and supported comprehensive District assessment program successfully utilized for 25 years; Contributed to increased student educational opportunities, curriculum enhancement, new magnet programs, vocational offerings, and higher academic standards; Contributed to more effective long-range planning, thoughtful introduction and utilization of technology, and improving instructional excellence; Helped passage of school bond and contributed to assuring timely, within-cost construction of new classroom buildings and modernization at each school.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

As a 12-year Delegate Assembly member, I believe I've contributed to and been effective in working with my fellow Orange County delegates in constructively influencing the specific and general decisions of the CSBA. I wish to continue assisting CSBA and school board members to: Obtain adequate funding to meet the full spectrum of educational needs and mandates; Preserve local control to allow districts to meet their unique student and district needs/constraints; Establish a thoughtful, integrated, statewide educational framework to help guide legislative and agency directions to state schools; Ensure implementation of meaningful, educationally sound, stable, and cost-effective State educational accountability and standards systems; Evolve high payoff and supportable approaches to incorporating and maintaining educational technology; Enhance educational governance. As your delegate, I was elected by the Delegate Assembly to be on the CSBA Nominating Committee and was selected to serve as a Golden Bell Award local validator.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Robert D. Singer Date: 12/17/12



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Name: <u>Suzie R. Swartz</u>	CSBA Region/Subregion: <u>15</u> / _____
District or COE: <u>Saddleback Valley Unified</u>	Years on board: <u>12</u> ADA: <u>29,570</u>
Contact Number: <u>949-830-5924</u>	E-mail: <u>suzieswartz@cox.net</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, how long have you served as a Delegate? <u>2 years</u>

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

1. Adequate and stable funding for all our schools, including full funding for mandated programs.
2. Increase local control of budget including ongoing flexibility of categorical dollars.
3. Increase efforts to influence state and federal policy makers' and the public's perception of effective education reform.

CSBA is a powerful voice of California's public K-12 schools. All our public schools benefit mightily with CSBA as a strong, reasoned voice in state and national discussions of budget and education reform to help guide policy makers' decisions utilizing facts and reliable research.


Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district or county office.

(1) Have served terms in all board offices, including three terms as President. (2) President of Orange County School Boards Association (OCSBA) and have served in various capacities on the Board of Directors for the past 9 years, including a term as president. (3) Member of the Orange County Education Coalition steering committee; provided public relations services to promote coalition rallies and events the past 12 years. (4) Have also served on the board of Coastline ROP and served as representative to the South County Chamber of Governmental Affairs Committee. (5) Helped establish the SVUSD Arts Education Alliance and have served many terms on PTA and PTA council executive boards along w/music and athletic booster boards, including terms as president and legisitaive action chair. (6) Served on OCDE Character Education and Early Childhood Education committees. (7) In 2000, coordinated and implemented positive youth development workshops training hundreds of teachers, administrators and parents in SVUSD and CUSD.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

I believe my work on OCSBA and the OC Education Coalition in my local district and as a current member of Delegate Assembly, has prepared me to fairly represent the interests of our region as platforms and guidelines are formed in Delegate Assembly. The policy direction and guidelines that Delegate Assembly sets can help guide state and federal policy makers as well as local school boards to make decisions that truly benefit the children we serve. In addition, Delegate Assembly's voice helps inform and can improve public perception of our schools. I believe I have the experience, skills and enthusiasm to respectfully continue to collaborate with colleagues and contribute to the strength of Delegate Assembly.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature:  Date: 1/7/13

Suzie R. Swartz for CSBA Delegate Assembly Region 15

School District

- Saddleback Valley Unified School District (SVUSD) – first elected in 2000

Experience

- Have served three terms as president and vice president, and three terms as Clerk of the Saddleback Valley Unified School District Board of Education
- Two years representing Region 15 in Delegate Assembly
- President of Orange County School Boards Association – served two additional terms as President, Vice President, and Political Action Group Effort (PAGE) Chair
- Served five years on Coastline ROP Board, including one term as President
- Member of Orange County Education Coalition Steering Committee; volunteered public relations services to promote coalition rallies and events the past 12 years
- California School Boards Association Federal Government Relations Rep 2004-05
- School District Representative to South County Regional Chambers of Commerce

Community Service

- Recipient of OCSBA Marian Bergeson Award for outstanding Governing Board service and community service to promote and enhance public education
- Recipient of Phi Delta Kappa Citizen of the Year Award for community service to our public schools
- Founding member of Saddleback Valley Arts Education Alliance
- Past PTA President and PTA Council Executive Board Member for several terms
- Coordinated and implemented positive youth development training for teachers, administrators and parents in SVUSD and CUSD
- Served on School Site Councils, high school band, athletic and Model UN booster boards
- Room mother/Classroom volunteer
- Community Advisory Board for South County Family Resource Center (SCFRC) and developed/implemented a bilingual preschool Story/Activity Hour for SCFRC

Education

- Bachelor of Arts, University of California at Los Angeles
- Masters in Governance Program, CSBA
- Early Childhood Education Credits, Saddleback Community College

Employment

- Public Relations and Marketing Communications Consultant
- Preschool Teacher

My work with OCSBA and OC Education Coalition in my local district, and as current member to the Delegate Assembly, has prepared me to continue to fairly represent the interests of our region. Delegate Assembly provides a powerful voice to guide policy makers' decisions, inform and improve public perceptions, and positively impact public education. I believe I have the skills, experience and enthusiasm to respectively continue to collaborate with colleagues on the critical issues facing our public schools and the children we service. Please feel free to contact me at (949) 830-5924 or suzieswartz@cox.net.



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Name: <u>Lynn Thornley</u>	CSBA Region/Subregion: <u>15</u> / _____
District or COE: <u>Fullerton School District</u>	Years on board: <u>12</u> ADA: _____
Contact Number: <u>714-526-2908 or 714-606-3907</u>	E-mail: <u>blthornley@sbcglobal.net</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, how long have you served as a Delegate? _____

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

1. California's current financial crisis and it's impact on school district budgets. District's need ensurance that long-term financial stability will provide adequate funding for all desired programs and to maintain facilities.
2. Student achievement. Ensuring that all students have equal access to a high quality education that will prepare them for the needs of the 21st century, which includes guaranteeing that curriculum meets current academic standards, the new Common Core standards, art and science education and the use of technology in the classroom.
3. Well maintained and safe schools. All students are entitled to a learning environment that is free from harassment, discrimination and violence.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district or county office.

I have served the community of Fullerton as a parent, volunteer and community leader. I have served on the board for school site councils, PTAs, as President of the local PTA council and as a board member at the district level. I have also served as President of the FSD board several times in the 12 years I have been on the board. I am an active member of the Orange County School Board Association and I am presently serving on the board of directors as the treasurer.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

Having served on a my local school board for 12 years, I have gained the necessary background and experience to be an effective school board member. I have appreciated the information presented at the OCSBA meetings and the opportunity to network with members from other districts in my area. I look forward to the opportunity to become engaged in the conversation as to how best to meet the needs of all of California's students and to learn more about California's educational system and the current issues and concerns. I am willing to work to make sure that any pertinent legislative and educational information from CSBA is passed on to my fellow school board members.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Lynn Thornley Date: 1/24/13

Board meeting: February 28, 2013

Fountain Valley School District
FOOD SERVICE DIVISION

M E M O R A N D U M

TO: Marc Ecker, Superintendent
FROM: Diane Sharpe, Food Service Director
SUBJECT: **Revisions to Board Policy 3550: Food Service/Child Nutrition Program**
DATE: February 13, 2013

BACKGROUND:

In the continued effort to maintain a set of current Board Policies, it is necessary to bring certain policies to the Board of Trustees for revision due to changes in Education Code or statute. The District is informed of such changes by the California School Boards Association or Orange County Department of Education through alerts to districts regarding mandated changes.

Board Policy 3550: Food Service/Child Nutrition Program has been updated to reflect required district practices and procedures in regards to the Food Service Program.

RECOMMENDATION:

It is recommended that revisions to Board Policy 3550: Food Service/Child Nutrition Program be approved for first reading, with necessary changes as indicated by the Board of Trustees.

FOOD SERVICE/CHILD NUTRITION PROGRAM

The Board of Trustees recognizes that students need adequate, nourishing food in order to grow, learn and maintain good health. To reinforce the district's nutrition education program, foods available on school premises shall be:

1. Carefully selected so as to contribute to students' nutritional well-being and the prevention of disease
2. **Meet or exceed nutritional standards specified in law and administrative regulation**
3. **Be prepared in ways that will appeal to students, retain nutritive quality, and foster lifelong healthful eating habits**
4. **Be served in age-appropriate portions**
5. **Be sold at reasonable prices**

(cf. [3312](#) - Contracts)

(cf. [3551](#) - Food Service Operations/Cafeteria Fund)

(cf. [3553](#) - Free and Reduced Price Meals)

(cf. [3554](#) - Other Food Sales)

(cf. [5030](#) - Student Wellness)

(cf. [5141.32](#) - Health Screening for School Entry)

(cf. [6142.8](#) - Comprehensive Health Education)

The Superintendent or designee shall develop strategies designed to encourage the participation of students and parents/guardians in the selection of foods of good nutritional quality for school menus.

The Board desires to provide students with adequate time and space to eat meals. To the extent possible, school and transportation schedules shall be designed to encourage participation in school meal programs.

The Superintendent or designee shall periodically review the adequacy of school facilities for cafeteria eating and food preparation. School cafeterias shall comply with the sanitation and safety requirements of the California Uniform Retail Food Facilities Law as set forth in Health and Safety Code [113700-114455](#).

(cf. [1312.4](#) - Williams Uniform Complaint Procedures)

(cf. [3517](#) - Facilities Inspection)

(cf. [7110](#) - Facilities Master Plan)

Professional development for food service personnel shall include nutrition education and safe food handling.

(cf. [4231](#) - Staff Development)

FOOD SERVICE/CHILD NUTRITION PROGRAM

The Superintendent or designee shall annually report to the Board regarding the district's compliance with state and federal nutrition standards for foods and beverages.

Legal Reference:

EDUCATION CODE

[38080-38103](#) Cafeteria, establishment and use

[45103.5](#) Contracts for management consulting services; restrictions

[49430-49436](#) Pupil Nutrition, Health, and Achievement Act of 2001

[49490-49493](#) School breakfast and lunch programs

[49500-49505](#) School meals

[49510-49520](#) Nutrition

[49530-49536](#) Child Nutrition Act

[49540-49546](#) Child care food program

[49547-49548.3](#) Comprehensive nutrition services

[49550-49560](#) Meals for needy students

[49565-49565.8](#) California Fresh Start pilot program

[49570](#) National School Lunch Act

HEALTH AND SAFETY CODE

[113700-114455](#) California Uniform Retail Food Facilities Law

CODE OF REGULATIONS, TITLE 5

[15510](#) Mandatory meals for needy students

[15530-15535](#) Nutrition education

[15550-15565](#) School lunch and breakfast programs

UNITED STATES CODE, TITLE 42

[1751-1769h](#) School lunch programs, including:

[1751](#) Note Local wellness policy

[1771-1791](#) Child nutrition, especially:

[1773](#) School breakfast program

U.S. CODE OF FEDERAL REGULATIONS, TITLE 7

[210.1-210.31](#) National School Lunch Program

[220.1-220.21](#) National School Breakfast Program

Management Resources:

CSBA POLICY BRIEFS

The New Nutrition Standards: Implications for Student Wellness Policies, November 2005

CSBA PUBLICATIONS

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. 2005

CENTERS FOR DISEASE CONTROL PUBLICATIONS

School Health Index for Physical Activity and Healthy Eating: A Self-Assessment and Planning Guide for Elementary and Middle/High Schools, 2004

NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION PUBLICATIONS

Fit, Healthy and Ready to Learn, 2000

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

Dietary Guidelines for Americans, 2005

Team Nutrition, Food and Nutrition Services, Changing the Scene, Improving the School Nutrition

Environment: A Guide to Local Action, 2000

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>

FOOD SERVICE/CHILD NUTRITION PROGRAM

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Project LEAN (Leaders Encouraging Activity and Nutrition):

<http://www.californiaprojectlean.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Dairy Council of California: <http://www.dairycouncilofca.org>

National Association of State Boards of Education: <http://www.nasbe.org>

National School Boards Association: <http://www.nsba.org>

School Nutrition Association: <http://www.schoolnutrition.org>

U.S. Dept. of Agriculture, Food and Nutrition Information Center (FNIC): <http://www.nal.usda.gov/fnic>

- ~~2. — Prepared in ways which will appeal to students, retain nutritive quality and foster healthful eating habits~~
- ~~3. — Served in age appropriate quantities and at reasonable prices~~

~~(cf. 3551 — Food Service Operations/Cafeteria Fund)~~

~~(cf. 3553 — Free and Reduced Price Meals)~~

~~(cf. 3554 — Other Food Sales)~~

~~(cf. 5141.32 — Child Health and Disability Prevention Program)~~

~~(cf. 6142.8 — Comprehensive Health Education)~~

~~The Superintendent or designee shall ensure that the meals offered by the district's food service program meet the nutritional standards and dietary guidelines required for participation in the National School Lunch and School Breakfast Programs.~~

~~The Director, Food Services shall develop strategies designed to encourage the participation of students and parents/guardians in the selection of foods of good nutritional quality for school menus. Parents/guardians are encouraged to support the district's nutrition education efforts by considering nutritional quality when selecting any snacks which they may donate for occasional class parties.~~

~~To the extent permitted under the National School Lunch and School Breakfast Programs, students in all grades shall be allowed to decline a certain number of meal items which they do not intend to consume.~~

FOOD SERVICE / CHILD NUTRITION PROGRAM

Nutritional Standards for Foods

Schools participating in the National School Lunch Program or School Breakfast Program pursuant to 42 USC [1751-1769h](#) and [1771-1791](#) shall meet the nutritional standards, as well as the nutrient and calorie levels for students of each age or grade group, required by 7 CFR [210.10](#) and [220.8](#). (42 USC [1758](#), [1773](#))

(cf. 3533 - Free and Reduced Price Meals)

Until July 1, 2007, for foods not reimbursed through the federally reimbursable meal programs, a minimum of 50 percent of the food sold by the district on school grounds during regular school hours shall be from the nutritious foods listed in Education Code [38085](#). (Education Code [38085](#))

(cf. [3554](#) - Other Food Sales)

(cf. [5030](#) - Student Wellness)

Beginning July 1, 2007, the only foods that may be sold to a student at an elementary school during the school day are full meals and individually sold portions of nuts, nut butters, seeds, eggs, cheese packaged for individual sale, fruit, vegetables that have not been deep fried, and legumes. An individually sold dairy or whole grain food item may be sold if it meets all of the following criteria: (Education Code [49431](#))

- 1. Not more than 35 percent of its total calories is from fat.**
- 2. Not more than 10 percent of its total calories is from saturated fat.**
- 3. Not more than 35 percent of its total weight is composed of sugar, including naturally occurring and added sugar.**
- 4. Its total calories do not exceed 175 calories.**

Beginning July 1, 2007, foods sold to students in middle schools, except foods served as part of a federally reimbursable meal program, shall meet the following standards: (Education Code [49430](#), [49431.2](#))

- 1. Each entree item shall:**
 - a. Not exceed 400 calories**
 - b. Contain no more than four grams of fat per 100 calories**
 - c. Be categorized as an entree item in the National School Lunch or School Breakfast program**

FOOD SERVICE / CHILD NUTRITION PROGRAM

- 2. For each snack item that supplements a meal:**
 - a. Not more than 35 percent of its total calories shall be from fat, excluding nuts, nut butters, seeds, eggs, cheese packaged for individual sale, fruits, vegetables that have not been deep fried, or legumes.**
 - b. Not more than 10 percent of its total calories shall be from saturated fat, excluding eggs or cheese packaged for individual sale.**
 - c. Not more than 35 percent of its total weight shall be composed of sugar, including naturally occurring and added sugar, excluding fruits or vegetables that have not been deep fried.**
 - d. Its total calories shall not exceed 250 calories.**

The district's food service program shall give priority to serving unprocessed foods and ingredients and fresh fruits and vegetables that have not been deep fried.

Nutritional Standards for Beverages

The only beverages that may be sold to elementary students, regardless of the time of day, are: (Education Code [49431.5](#))

- 1. Fruit-based drinks that are composed of no less than 50 percent fruit juice and have no added sweetener**
- 2. Vegetable-based drinks that are composed of no less than 50 percent vegetable juice and have no added sweetener**
- 3. Drinking water with no added sweetener**
- 4. Milk that is 1-percent fat, 2-percent fat, or nonfat; soy milk, rice milk, or other similar nondairy milk**

The only beverages that may be sold to middle school students from one-half hour before the start of the school day until one-half hour after the end of the school day are: (Education Code [49431.5](#))

- 1. Fruit-based drinks that are composed of no less than 50 percent fruit juice and have no added sweetener**

FOOD SERVICE / CHILD NUTRITION PROGRAM

- 2. Vegetable-based drinks that are composed of no less than 50 percent vegetable juice and have no added sweetener**
- 3. Drinking water with no added sweetener**
- 4. Milk that is 1-percent fat, 2-percent fat, or nonfat; soy milk, rice milk, or other similar nondairy milk**
- 5. Electrolyte replacement beverages that contain no more than 42 grams of added sweetener per 20-ounce serving**

Regulation
approved:

FOUNTAIN VALLEY ELEMENTARY SCHOOL DISTRICT
Fountain Valley, California

Fountain Valley School District
Superintendent's Office

REGULAR MEETING OF THE BOARD OF TRUSTEES

10055 Slater Avenue
Fountain Valley, CA 92708

December 13, 2012

MINUTES

President Sandra Crandall 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

Sandra Crandall	President
Jimmy Templin	President Pro Tem
Judith Edwards	Clerk
Jeanne Galindo	Member
Ian Collins	Member

Dr. Ecker noted the addendum to the agenda with revisions to the following Closed Session items: **AGENDA APPROVAL**

11-K. SCHOOL ACCOUNTABILITY REPORT CARDS (SARCS)

Superintendent's Comments: It is recommended that the Board of Trustees approves the ten School Accountability Report Cards.

11-L. NON-PUBLIC AGENCY CONTRACTS (BOARD MEMBERS ONLY)

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

<u>Non-Public School/Agency</u>	<u>100% Contract Cost</u>	<u>Effective Dates</u>
Cornerstone Therapies	6,800	7/1/12 to 6/30/13
Cornerstone Therapies	1,102.50	7/1/12 to 7/31/12
Cornerstone Therapies	6,800	7/1/12 to 6/30/13
Oak Grove Institute	98,376.27	11/26/12 to 6/30/13
Therapeutic Education Centers	25,585	12/10/12 to 6/30/13

Motion: Mr. Collins moved to approve the meeting agenda including the addendum.

Second: Mrs. Edwards

Vote: 5-0

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

PUBLIC COMMENTS

Mrs. Crandall 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, Cathie Abdel.

The public portion of the meeting resumed at 7:01pm. Mrs. Crandall made the following Closed Session Announcement:

CLOSED SESSION
ANNOUNCEMENT

In closed session, the governing board took action by a vote of 5 to 0 to suspend without pay for one day, employee #1297 in the classification of Custodian.

Webelos Den Pack 297 led the Pledge of Allegiance.

PLEDGE OF
ALLEGIANCE

SPECIAL PRESENTATIONS

It is an interest of the Board of Trustees to recognize students who display high achievement, improvement or extraordinary effort. The Board recognized six outstanding students from Cox School. Principal Patrick Ham joined parents and staff in honoring Jeremy Nguyen (K), Mireille Torres (1st), Jacob Voorhees (2nd), Ayah Taboubi (3rd), Kennedy Woloshun (4th), and Jimmy Niswonger (5th).

RECOGNITION OF
STUDENTS FROM COX
SCHOOL

It is an interest of the Board of Trustees to recognize students who display high achievement, improvement or extraordinary effort. The Board recognized six outstanding students from Oka School. Principal Erik Miller joined parents and staff in honoring

RECOGNITION OF
STUDENTS FROM OKA
SCHOOL

Dane Garrett (K), Beth Arshagouni (1st), Kayla Yap (2nd), Taylor Lak (3rd), Isabella Espinoza (4th), and Maya Flores (5th).

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 recognized and thanked Nan Rowe and Nori Sugimura. Principal Ham was joined by staff and members of the PTO in thanking these parents.

RECOGNITION OF
PARENT VOLUNTEERS
FROM COX 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 recognized and thanked Kathie Hurley and Christy Caprine. Principal Miller was joined by staff and members of the PTO in thanking these parents.

RECOGNITION OF
PARENT VOLUNTEERS
FROM OKA SCHOOL

The Board of Trustees joined our community in saluting our counselors, Allyson McFerran and Nicole Agnes, during National School Counseling Week, February 4-8, 2013, and avowed its appreciation for their ongoing commitment to the emotional health and wellbeing of our children.

APPRECIATION FOR
SCHOOL COUNSELORS
ALLYSON MCFERRAN
AND NICOLE AGNES

VAPA Coordinators, Bridget Gersi and Amelia Terich, presented an overview and update of the implementation of the Visual and Performing Arts Program in the Fountain Valley School District to the Board of Trustees.

VISUAL AND
PERFORMING ARTS
(VAPA) PRESENTATION

BOARD REPORTS AND COMMUNICATIONS

Mrs. Edwards enjoyed visits to Tamura, Oka, Newland and Plavan Schools. She noted that it is always a pleasure to see the wonderful things our sites are doing. She enjoyed the Common Core Curriculum panel discussion at OCDE as well as the CSBA fiscal presentation by Ron Bennett, where a great deal of information was shared and it was well worth the time.

BOARD REPORTS AND
COMMUNICATIONS

Mr. Templin wished everyone a happy New Year. He participated in a study session regarding agreements and MOUs with outside agencies, noting that it was a fascinating discussion with 24 SELPA directors. He noted that preschool intake has been identified as the fastest growing area for litigation for school districts. He also attended the first FVEF meeting, noting that it is sad that we have to cancel FV Music Live, but he is excited to be a part of this organization.

Mr. Collins enjoyed the Chamber Luncheon. He also attended the Plavan PTO meeting, noting the tremendous honor of Plavan's nomination as a Blue Ribbon School. He enjoyed the District holiday breakfast, Gisler's Special Persons Day, the Courreges Winter Festival, the choral concert at St. Andrews with our Middle School Singers, and visits to Tamura and Oka Schools. He attended the SPC meeting, a Fulton PTA meeting, the Common Core Curriculum discussion panel at OCDE and the CSBA budget presentation by Ron Bennett. He thanked his fellow board members for their gifts at Christmas. He also commended the sites for their work reflected in the current SARCS, noting especially Fulton School which is a California Distinguished School nominee.

Mrs. Galindo visited Oka, Plavan and Tamura Schools. She also attended an SPC meeting, noting it is a good way to get to know the district. She listened to a CSBA webinar with Dennis Myer regarding Governor Brown's proposed budget and attended the CSBA budget presentation by Ron Bennett. Regarding the SARC's, she noted that she put together a summary of each site and provided copies for the board. She also enjoyed a tour of the District Office and the Maintenance and Operations facility.

Mrs. Crandall thanked Donna Johnson, Agnes Marcz and Sue Carpenter for their work in adjusting staff paychecks to reflect the new tax laws. She enjoyed the holiday breakfast and the monthly meeting of the five other board presidents from the surrounding districts. She attended the swearing in of the newly elected members of the Orange County Board of Supervisors. She visited Courreges, Tamura, Oka, Newland and Plavan Schools. And regarding the interest in the Board becoming its own PLC, she noted the Legislative Analyst Office's *Overview of Special Education in California*, and asked the Board if they are interest in reading and having a short discussion on this piece. The Board agreed. She attended the December and January Chamber of Commerce luncheons. She also met with Senator Lou Correa, noting his request of constituents to let him know their needs in order to assist in better aligning budgets in the State. In response to this, Mrs. Crandall wrote a letter to him in addition to the Education Senate Committee vice chairs and to some other Senate Committee Appropriations individuals. At the January luncheon, she met an aide to Assemblymen Travis Alvin, and indicated that the Board and Dr. Ecker would like to meet with him regarding educational issues. She attended the FVEF meeting and met with Dr. Ecker. She attended the cabinet meeting for this agenda and participated in the CSBA webinar

with Dennis Myer. She attended the Common Core presentation, as well as the budget presentation by Ron Bennett.

PUBLIC COMMENTS

There were no requests to address the Board.

PUBLIC COMMENTS

LEGISLATIVE SESSION

Motion: Mr. Collins moved to approve Revisions to Board Policy 3100: Budget for first reading.

REVISIONS TO
BOARD POLICY 3100:
BUDGET

Second: Mrs. Edwards

Vote: 5-0

Motion: Mrs. Edwards moved to approved Revisions to Board Policy 5116.1: Intradistrict Open Enrollment for first reading.

REVISIONS TO
BOARD POLICY
5116.1:
INTRADISTRICT
OPEN ENROLLMENT

Second: Mr. Templin

Mr. Collins noted that while reading the item, he noticed that when completing an intradistrict transfer to attend one of our elementary schools, the student must reapply to attend middle school. Mr. McMahon explained that this was a change in our policy to assist us in getting everyone back into the boundaries previously set. He explained that if we just take students from 5th grade to middle school, it will take a long time to balance out our district's enrollment. He noted the new policy requires students to reapply in 5th grade for the middle school of their choice. Mr. McMahon noted that we will make some allowances.

Vote: 5-0

Motion: Mr. Templin moved to approve Board Policy 7214: General Obligation Bonds.

REVISIONS TO
BOARD POLICY 7214:
GENERAL
OBLIGATION BONDS

Second: Mr. Collins

Vote: 5-0

Motion: Mr. Collins moved to approve the 7-11 Members for the Surplus Property Committee.

APPROVAL OF 7-11
MEMBERS FOR
SURPLUS PROPERTY
COMMITTEE

Second: Mrs. Edwards

Mr. Collins noted that it is a nice selection of different types of people, noting especially the inclusion of Mr. McCombs who served the board well and is very knowledgeable of the goings on.

Mr. Templin asked if any live in the Moiola track. Mrs. Crandall noted that Mr. Tanti does live in the track and Mr. Troung shares a business that backs the track. Mrs. Edwards noted that Mr. McCombs was instrumental in keeping Moiola a K-8 school and was very involved at the campus prior to becoming a board member. Mr. Templin noted his feeling that it is important to have at least one representative from the tract on the committee. Mr. McMahan noted that as a requirement of the 7-11 Committee, they will be putting out a notice to those in the area to invite them to a public hearing so that they may provide their input. Mrs. Crandall asked if they will be noticing within 500 or 1000 feet. Mr. McMahan said they will go further than 1000 feet, noting it is better to include more than less.

Vote: 5-0

Mr. Collins requested to pull item 11-C Donations for separate vote.

CONSENT
CALENDAR/
ROUTINE ITEMS OF
BUSINESS

Motion: Mr. Templin moved to approve the Consent Calendar with the exception of Item 11-C Donations.

Second: Mrs. Edwards

Vote: 5-0

Motion: Mr. Collins moved to approve Item 11-C Donations.

Second: Mr. Templin

Mr. Collins commended the PTA/Os for all that they do for our schools, in donation and in kind. He noted the \$10,000 donation to the arts included in this item. Ms. Silavs explained that every year we have a benefactor that makes a donation to support participation in an art camp at an art studio in Westminster. Each campus is able to send students to participate during Spring Break. It is a very generous donation and it has been done for many years.

Vote: 5-0

The Consent Calendar included:

- Board Meeting Minutes from December 13th annual organizational meeting
- Personnel Items (Employment Functions, Workshops/Conferences, and Consultants)
- Donations
- Warrants
- Purchase Order Listing
- Budget Adjustments
- Williams Quarterly Report for Second Quarter 2012-13
- Significant Disproportionality Coordinated Early Intervening Services Plan (SD-CEIS)
- Resolution 2013-10: Resolution of Appreciation to Counselors Allyson McFerran and Nicole Agnes
- Approval of Orange County Department of Education as Service Provider Under E-Rate
- School Accountability Report Cards (SARCS)
- Non-Public Agency Contracts (Board Members Only)

Non-Public School/Agency	100% Contract Cost	Effective Dates
Cornerstone Therapies	6,800	7/1/12 to 6/30/13
Cornerstone Therapies	1,102.50	7/1/12 to 7/31/12
Cornerstone Therapies	6,800	7/1/12 to 6/30/13
Oak Grove Institute	98,376.27	11/26/12 to 6/30/13
Therapeutic Education Centers	25,585	12/10/12 to 6/30/13

NEW ITEMS OF BUSINESS

Mrs. Crandall Noted that it may be necessary to hold a meeting prior to the March 28th meeting, with March 14th acting as a placeholder if needed. The Board agreed on its availability should a meeting need to be held.

Dr. Ecker Congratulated Mrs. Crandall for leading us so successfully through her first meeting.

Dr. Ecker Welcomed students back to the board room for our first recognition of the year. He noted that as the board comes up to discussing the development of its interests, he must give credit were due, as these recognitions started with an interest set by the board at the request of Mrs. Lew.

Dr. Ecker Noted that he received a letter from Mrs. Benkart, regarding the district’s first interim

report that the board approved in November. He noted that ours was a positive report. He noted that there were slightly fewer than 200 districts in the State that filed qualified reports, and 40 that filed negative reports. He explained that this demonstrates our efforts to not only pay our bills this year but two subsequent years and warns us to be very careful of our deficit spending, something that will be discussed more in the future with our budget development.

De. Ecker Noted that he attended the Education Coalition where CTA, CFT, CSBA, PTA and ACSA were represented. He noted the discussion of what should the position of the coalition be in response to the Governor's budget, noting that no decision has been made yet, as they need more information on the local control funding formula and its impact if implemented.

ADJOURNMENT

Motion: Mr. Templin moved to adjourn the meeting at 8:46pm.

Second: Mrs. Edwards

Vote: Unanimously approved

/rl

**FOUNTAIN VALLEY SCHOOL DISTRICT
PERSONNEL ITEMS FOR APPROVAL
February 28, 2013**

1.0 EMPLOYMENT FUNCTIONS:

- 1.1 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE FOLLOWING CERTIFICATED EMPLOYEES RETIREMENT WITH EARLY NOTIFICATION STIPEND OF \$1500 EACH PAID ON 03/31/2013 WARRANT:

	<u>EMPLOYEE</u>	<u>ASSIGNMENT</u>	<u>LOCATION</u>	<u>RETIREMENT DATE</u>
1.1.1	Conkle, Christine	Teacher/1 st Grade	Gisler	06/20/2013
1.1.2	Stage, Daren	Middle School Teacher	Masuda	06/20/2013
1.1.3	Boyd, Julie	Teacher/2 nd Grade	Plavan	06/20/2013
1.1.4	Ryan, Marilyn	Teacher/2 nd Grade	Plavan	06/20/2013

- 1.2 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE FOLLOWING CERTIFICATED CHANGE OF STATUS, EFFECTIVE THE FIRST DAY OF THEIR WORK YEAR 2012-2013 SCHOOL YEAR.

	<u>EMPLOYEE</u>	<u>ASSIGNMENT</u>	<u>LOCATION</u>	<u>FROM</u>	<u>TO</u>	<u>EFFECTIVE</u>
1.2.1	O'Brien, Julia	Speech Teacher	Cox/Tamura	Temporary	Prob I	08/30/2012
1.2.2	Peterson, Megan	Speech Teacher	Courreges	Prob I	Prob II	08/30/2012
1.2.3	Trinh, Lucia	Speech Teacher	Fulton	Temporary	Prob I	08/30/2012
1.2.4	Dent, Christina	School Nurse	DO	Temporary	Prob I	08/30/2012
1.2.5	Agnes, Nicole	School Counselor	Fulton/Talbert	Temporary	Prob I	09/06/2012
1.2.6	Bradford, Shannon	SDC Teacher	Talbert	Temporary	Prob II	08/30/2012
1.2.7	Craig, Jessica	RSP Teacher	Plavan	Prob I	Prob II	08/30/2012
1.2.8	Shore, Shannon	RSP Teacher	Masuda	Temporary	Prob II	08/30/2012
1.2.9	Smith, Michelle	RSP Teacher	Masuda	Prob I	Prob II	08/30/2012
1.2.10	Daniel, Rebecca	ELA/HSS Teacher	Masuda	Prob I	Prob II	08/30/2012
1.2.11	Wadhvani, Sara	Art/Science/Math	Masuda	Prob I	Prob II	08/30/2012
1.2.12	Hogrebe, Elizabeth	Math/HSS Teacher	Fulton	Prob I	Prob II	08/30/2012
1.2.13	Katz, Jessica	Math	Fulton	Prob I	Prob II	08/30/2012
1.2.14	Nguyen, Phuong	Science	Talbert	Temporary	Prob II	08/30/2012
1.2.15	Gaebel, Alyssa	Science	Fulton	Temporary	Prob II	08/30/2012
1.2.16	Angeles, Vanessa	3 rd Grade	Oka	Prob I	Prob II	08/30/2012
1.2.17	Blanchard, Kelly	K/1	Newland	Prob I	Prob II	08/30/2012
1.2.18	Daniels, Katie	1 st Grade	Tamura	Temporary	Prob II	08/30/2012
1.2.19	McMahon, Peny	5 th Grade	Courreges	Temporary	Prob II	08/30/2012
1.2.20	Monsoor, Kristin	Kindergarten	Tamura	Prob I	Prob II	08/30/2012
1.2.21	Owen, Marianne	5 th Grade	Oka	Temporary	Prob II	08/30/2012
1.2.22	Roquemore, Nicole	Transitional K	Newland	Prob I	Prob II	08/30/2012

1.2.23 Tilka, James 5th Grade Teacher Newland Prob I Prob II 08/30/2012

1.3 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE FOLLOWING CERTIFICATED EMPLOYEE LEAVE OF ABSENCE:

	<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>ASSIGNMENT</u>	<u>REASON</u>	<u>EFFECTIVE</u>
1.3.1	Siefker, Michelle	Tamura	Teacher	Maternity/ Child Care	04/26/2013

2.0 EMPLOYMENT FUNCTIONS:

2.1 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE FOLLOWING NEW CLASSIFIED EMPLOYEES:

	<u>EMPLOYEE</u>	<u>ASSIGNMENT</u>	<u>LOCATION</u>	<u>EFFECTIVE</u>
2.1.1	Traver, Lorraine	Preschool Aide	Cox	2/11/13
2.1.2	Vo, Amanda	Preschool Aide	Cox	2/11/13
2.1.3	Nguyen, Nora	IA Bilingual Vietnamese	Gisler	2/11/13

2.2 ASSISTANT SUPERINTENDENT, PERSONNEL HAS ACCEPTED APPROVAL OF THE RESIGNATION OF THE FOLLOWING CLASSIFIED EMPLOYEES:

	<u>EMPLOYEE</u>	<u>ASSIGNMENT</u>	<u>LOCATION</u>	<u>RESIGNATION DATE</u>
2.2.1	Cowper, Katie	IA DTT	Talbert	1/7/13
2.2.2	Cheshire, Sarah	Preschool Aide	Cox	1/22/13
2.2.3	Bohsali, Ruba	ESP Instructor	Courreges	2/7/13
2.2.4	Gresham, Stephanie	IA SH/PH	Newland	2/7/13
2.2.5	Hickman, Renee	FSW	Rover	3/13

2.3 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE PROMOTION OF CLASSIFIED EMPLOYEE MARY FOX, TO SENIOR OFFICE ASSISTANT OF SUPPORT SERVICES, EFFECTIVE 1/7/13.

2.4 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE PROBATIONARY DISMISSAL OF CLASSIFIED EMPLOYEE: #3181, INSTRUCTIONAL ASSISTANT AT GISLER SCHOOL, EFFECTIVE 02/08/2013.

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

February 28, 2013

<i>INSTRUCTION</i>

3.0 INDEPENDENT CONTRACTOR AGREEMENTS/RESOLUTIONS

	<u>NAME</u>	<u>ASSIGNMENT</u>	<u>SALARY</u>	<u>BUDGET</u>	<u>DATE</u>
3.1	San Diego State Univ. Foundation dba SDSU Research Foundation (C & I)	Presenters for Arts Advantage Dance Curriculum Workshops for FVSD 1 st , 2 nd , 3 rd , and 4 th grade teachers	\$1,200.00	01-609-9275-5813	1/30, 2/5 and 3/6/2013

REASON FOR LATE SUBMITTAL: Did not receive consultant information in time for January Board approval.

4.0 CONFERENCE/WORKSHOP ATTENDANCE

	<u>NAME</u>	<u>ATTENDING</u>	<u>LOCATION</u>	<u>COST</u>	<u>BUDGET</u>	<u>DATE</u>
4.1	SHARPE, Diane BROWN, Suzanne (Food Services)	California School Nutrition Association Industry Seminar	Newport Bch.,CA	Actual and Necessary	13-320-7380-5210	May 5-7, 2013
4.2	O'BRIEN, Julia (Support Services)	2013 CSHA Annual State Convention	Long Beach, CA	Actual and Necessary	01-001-9961-5210	March 8-9, 2013
4.3	BICKFORD, Abby MCCANN, Jenny (Support Services)	34 th Annual LRP National Institute on Legal Issues of Educating Individuals with Disabilities	Long Beach, CA	Actual and Necessary	01-001-9961-5210	April 28 - May 1, 2013

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

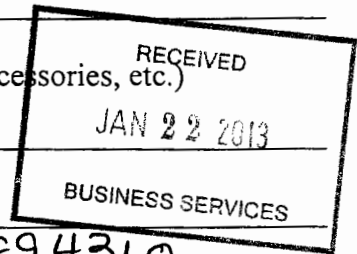
DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)

4140 \$ 187.79

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: 01 032 0000 -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 01 001 3289 4310

INTENDED USE: (State how this will be used)

Art + Clay Supplies

REVIEWED: [Signature] APPROVED/DISAPPROVED: _____
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: _____
Assistant Superintendent Date 1/22/13
Business/Administration

REVIEWED: _____ APPROVED/DISAPPROVED: _____
Assistant Superintendent Date
Instruction

BOARD APPROVAL DATE: 2/28/13

DONATION ACCEPTANCE FORM

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.)

#4141 \$ 1650.00

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

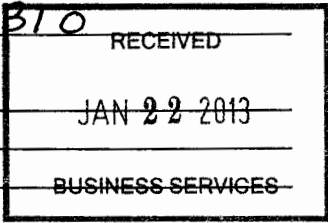
INVENTORY INFORMATION: (Include quantity, brand name, model #, serial #)

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

REVENUE ACCT: 01 032 0000-8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 0100132894370

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



REVIEWED: *[Signature]* APPROVED/DISAPPROVED: _____
Principal/Department Head

REVIEWED: *[Signature]* APPROVED/DISAPPROVED: _____
Assistant Superintendent
Business/Administration 1/22/13
Date

REVIEWED: _____ APPROVED/DISAPPROVED: _____
Assistant Superintendent
Instruction _____
Date

BOARD APPROVAL DATE: 2/28/13

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

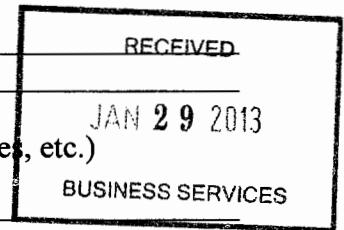
NAME OF DONOR: Fulton PTA

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.)
\$ 3016.35

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: 010142989-5899

INTENDED USE: (State how this will be used) Reimbursement to donation account for Release Time, stipends, After school programs, etc.

REVIEWED: [Signature] APPROVED/DISAPPROVED: 1/24/13
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 1/29/13
Assistant Superintendent Date
Business/Administration

REVIEWED: _____ APPROVED/DISAPPROVED: _____
Assistant Superintendent Date
Instruction

BOARD APPROVAL DATE: 2/28/13

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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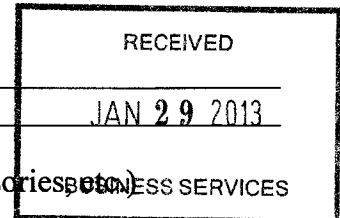
SCHOOL RECEIVING DONATION: Fulton

NAME OF DONOR: Fulton PTA

DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)
\$ 338.32

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: 010142989-5899

INTENDED USE: (State how this will be used) Reimbursement to donation account for Cheer Coach stipend.

REVIEWED: [Signature] APPROVED/DISAPPROVED: 1/24/13
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 1/29/13
Assistant Superintendent Date
Business/Administration

REVIEWED: _____ APPROVED/DISAPPROVED: _____
Assistant Superintendent Date
Instruction

BOARD APPROVAL DATE: 2/28/13

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Gisler

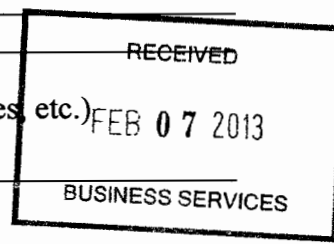
NAME OF DONOR: Gisler PTO

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.)
\$4588.62

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

INVENTORY INFORMATION: (Include quantity, brand name, model #, serial #)
5 MAC Mini Computers / 5 Monitors / 5 MAC Office 2011

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



REVENUE ACCT: 01 031 0000 - 8699
EXPENDITURE ACCT(S) FOR BUDGET INCREASE: \$ 3867.48 to 010013189-4410
\$ 721.14 to 010013189-4420

INTENDED USE: (State how this will be used) ST Math Computer Lab

REVIEWED: *C. C. B...* APPROVED/DISAPPROVED: 1-31-13
Principal/Department Head Date

REVIEWED: *[Signature]* APPROVED/DISAPPROVED: 2/1/13
Assistant Superintendent Business/Administration Date

REVIEWED: *[Signature]* APPROVED/DISAPPROVED: 2/4/13
Assistant Superintendent Instruction Date

BOARD APPROVAL DATE: 2/28/13

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Gisler

NAME OF DONOR: Gisler 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.)
\$909.29

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

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

RECEIVED
JAN 29 2013
BUSINESS SERVICES

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

REVENUE ACCT: 01 031 0000 - 8699
EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 01 001 3189 - 4310

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

REVIEWED: *A. C. Davis* APPROVED/DISAPPROVED: _____
Principal/Department Head Date 1-17-13

REVIEWED: *[Signature]* APPROVED/DISAPPROVED: _____
Assistant Superintendent Business/Administration Date 1/30/13

REVIEWED: _____ APPROVED/DISAPPROVED: _____
Assistant Superintendent Instruction Date _____

BOARD APPROVAL DATE: 2/28/13

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: Masuda

NAME OF DONOR: Masuda PTA

DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)
\$788.64

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

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



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

REVENUE ACCT: 010144989 -8699
EXPENDITURE ACCT(S) FOR BUDGET INCREASE: See attached spreadsheet

INTENDED USE: (State how this will be used) Pay Cheer and Soccer Coach stipends at Masuda

REVIEWED: [Signature] APPROVED/DISAPPROVED: 1/29/13
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 1/30/13
Assistant Superintendent Date
Business/Administration

REVIEWED: _____ APPROVED/DISAPPROVED: _____
Assistant Superintendent Date
Instruction

BOARD APPROVAL DATE: 2/28/13

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: Oka

NAME OF DONOR: Wells Fargo

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

Check #997445 in the amount of \$252.00

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.)

RECEIVED FEB 07 2013 BUSINESS SERVICES
--

REVENUE ACCT: 010013737 -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE:

INTENDED USE: (State how this will be used) Purchase office and/or instructional supplies

REVIEWED: [Signature] APPROVED/DISAPPROVED: 2/05/2013
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 2/1/13
Assistant Superintendent Date
Business/Administration

REVIEWED: _____ APPROVED/DISAPPROVED: _____
Assistant Superintendent Date
Instruction

BOARD APPROVAL DATE: 2/28/13

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Oka

NAME OF DONOR: Oka PTO

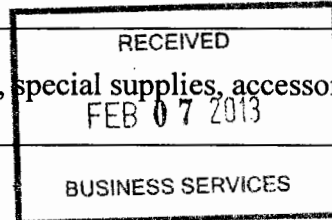
DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)

Check #5200 in the amount of \$50.00

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: 010013737 -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE:

INTENDED USE: (State how this will be used) Purchase office and/or instructional supplies

REVIEWED: [Signature]
Principal/Department Head

APPROVED/DISAPPROVED: 2/06/2013

REVIEWED: [Signature]
Assistant Superintendent
Business/Administration

APPROVED/DISAPPROVED: 2/11/13
Date

REVIEWED: _____
Assistant Superintendent
Instruction

APPROVED/DISAPPROVED: _____
Date

BOARD APPROVAL DATE: 2/28/13

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.

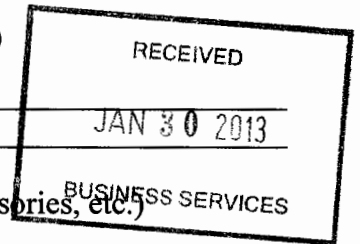
SCHOOL RECEIVING DONATION: Oka

NAME OF DONOR: ExxonMobile Foundation

DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)
Check #2000139366 in the amount of \$500

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: -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 0103700008699

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

REVIEWED: [Signature] APPROVED/DISAPPROVED: 1/26/2013
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 1/30/13
Assistant Superintendent Date
Business/Administration

REVIEWED: _____ APPROVED/DISAPPROVED: _____
Assistant Superintendent Date
Instruction

BOARD APPROVAL DATE: 2/28/13

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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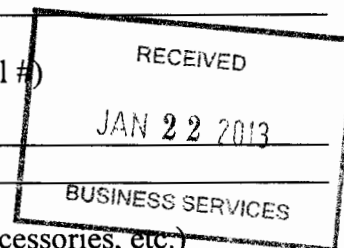
SCHOOL RECEIVING DONATION: Oka

NAME OF DONOR: Wells Fargo Foundation

DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)
Check #1030587 in the amount of \$294

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: -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 0103700008699

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

REVIEWED: [Signature] APPROVED/DISAPPROVED: 1/14/2013
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 1/22/13
Assistant Superintendent Business/Administration Date

REVIEWED: _____ APPROVED/DISAPPROVED: _____
Assistant Superintendent Instruction Date

BOARD APPROVAL DATE: 2/28/13

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

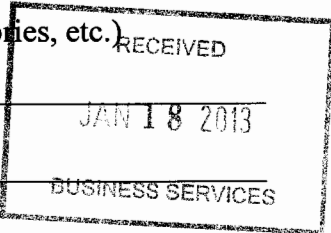
DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)
\$752.98

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: 010130000 -8699
EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 010143889-4310



INTENDED USE: (State how this will be used) To repair sixteen compound microscopes.

REVIEWED: [Signature] APPROVED/DISAPPROVED: 1/16/13
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 1/22/13
Assistant Superintendent Date
Business/Administration

REVIEWED: _____ APPROVED/DISAPPROVED: _____
Assistant Superintendent Date
Instruction

BOARD APPROVAL DATE: 2/28/13

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

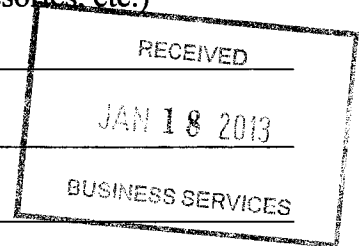
DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)
\$1,500.00

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

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

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

REVENUE ACCT: 010130000 -8699
EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 010143889-4310



INTENDED USE: (State how this will be used) To pay for the Stipends and Release Time for the Soccer Coaches for the District Tournament.

REVIEWED: C. Rol APPROVED/DISAPPROVED: 1/16/13
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 1/22/13
Assistant Superintendent Date
Business/Administration

REVIEWED: _____ APPROVED/DISAPPROVED: _____
Assistant Superintendent Date
Instruction

BOARD APPROVAL DATE: 2/28/13

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.)
\$2,574.17 check #3621

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: 010130000 -8699
EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 010143889-4310



INTENDED USE: (State how this will be used) To pay for after school clubs.

REVIEWED: C. Rol. APPROVED/DISAPPROVED: 1/17/13
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 1/22/13
Assistant Superintendent Date
Business/Administration

REVIEWED: _____ APPROVED/DISAPPROVED: _____
Assistant Superintendent Date
Instruction

BOARD APPROVAL DATE: 2/28/13

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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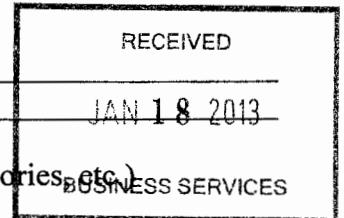
SCHOOL RECEIVING DONATION: Talbert Middle School

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.)
\$1,104.95 check #3620

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: 010130000 -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 010143889-4310

INTENDED USE: (State how this will be used) To pay for five staff radios.

REVIEWED: C. Rol APPROVED/DISAPPROVED: 1/17/13
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 1/22/13
Assistant Superintendent Date
Business/Administration

REVIEWED: _____ APPROVED/DISAPPROVED: _____
Assistant Superintendent Date
Instruction

BOARD APPROVAL DATE: 2/28/13

FOUNTAIN VALLEY SCHOOL DISTRICT

TO: STEVE McMAHON
FROM: MARTHA LOCKWOOD
SUBJECT: WARRANT LISTING BOARD MEETING – FEBRUARY 28, 2013
DATES 1/09/13 – 2/08/13
WARRANT NUMBERS 60665 - 61021

01 GENERAL	\$	263,544.99
12 CHILD DEVELOPMENT	\$	11,152.30
13 CAFETERIA	\$	87,519.49
14 DEFERRED MAINTENANCE	\$	0
25 CAPITAL FACILITIES	\$	12,012.62
35 SCHOOL FACILITIES	\$	0
40 SPECIAL RESERVE	\$	205.00
68 WORKERS COMPENSATION	\$	59,316.91
69 INSURANCE	\$	406,880.03
TOTAL	\$	840,631.34

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS

BOARD OF TRUSTEES

02/28/2013

FROM 01/16/2013 TO 02/12/2013

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>CHANGE AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
G20M4009	HYDRO-SCAPE PRODUCTS INC	4,500.00	+1,500.00	012899390 4343	Gardening / Gardening Supplies
G20M4138	REFRIGERATION CONTROL COMPANY	8,000.00	+5,000.00	133207380 4347	Cafeteria Fund / Repair & Upkeep Equip Supplies
G20R0092	ARIEL SUPPLY INC.	700.00	+200.00	010143838 4311	Sch Site Instr - Talbert / Elective Supplies
G20R0212	SMART & FINAL	1,616.25	+1,077.50	120016798 4310	Child Dev Cox Preschool-Instr / Instructional Supplies
G20R0276	SMART & FINAL	500.00	+400.00	133207380 4790	Cafeteria Fund / Food Services Supplies
G20R0311	SOUTHWEST SCHOOL AND OFFICE SU	700.00	+200.00	010142929 4311	Sch Site Instr - Fulton / Elective Supplies
G20R0347	FRESH GRILL LLC	1,023.62	+242.43	120016498 4310	Child Dev Oka Preschool-Instr / Instructional Supplies
			+242.43	120016798 4310	Child Dev Cox Preschool-Instr / Instructional Supplies
G20R0383	WHAT A LOT OF PIZZA	538.75	+215.50	120016798 4310	Child Dev Cox Preschool-Instr / Instructional Supplies
G20R0504	CREATEASKATE.ORG	1,050.00	+50.00	010143838 4311	Sch Site Instr - Talbert / Elective Supplies
G20R0645	XEROX CORPORATION	325.11	+133.11	682719470 5645	Workers Comp Admin / Outside Srvs-Repairs & Mainten
G20R0757	APPLE COMPUTER ORDER	8,947.46	-57.00	012289961 4399	MAA - Administration / Equipment Under \$500
G20R0766	METRO BUSINESS SOLUTIONS INC.	5,551.03	-600.00	010013289 4410	Donations - Cox / Fixed Assets \$500-\$5000
G20R0812	BARNES AND NOBLE	119.69	-4.96	015644960 4310	Special Ed. - Masuda S&L / Instructional Supplies
G20R0814	CDWG	721.14	-17.54	010013189 4320	Donations - Gisler / Computer Supplies
G20S8010	SCHOOL SPECIALTY	2,541.67	+37.56	011000000 9320	Revenue Limit - State Revenues / STORES
	Fund 01 Total:		1,308.06		
	Fund 12 Total:		1,777.86		
	Fund 13 Total:		5,400.00		
	Fund 68 Total:		133.11		
	Total Amount of Change Orders:		8,619.03		

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT
BOARD OF TRUSTEES MEETING 02/28/2013

FROM 01/16/2013 TO 02/12/2013

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
G20M4188	GOLDEN STATE PAVING INC.	13,814.00	13,814.00	012869390 6110	Maintenance / Site Improvement - Playground
G20M4190	SWRCB ACCOUNTING OFFICE	1,359.00	1,359.00	012869390 6223	Maintenance / Tests & Examinations Bldgs
G20M4191	CRANDALL, SAM	425.00	425.00	012869390 5899	Maintenance / Other Operating Expenses
G20M4195	BOBCAT OF CERRITOS	800.00	800.00	012899390 4347	Gardening / Repair & Upkeep Equip Supplies
G20M4196	TIME AND ALARM SYSTEMS INC.	8,464.00	8,464.00	012869390 6223	Maintenance / Tests & Examinations Bldgs
G20M4197	CHEMSEARCH	301.17	301.17	014869390 4340	STAR Building DO-Routine Maint / Custodial Supplies
G20M4198	HARBOR DIESEL AND EQUIPMENT IN	2,500.00	2,500.00	012919395 5645	Special Ed. Transportation / Outside Srvs-Repairs &
G20M4199	CRANDALL, SAM	6,250.00	6,250.00	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
G20M4200	ORANGE COUNTY PUMPING INC	95.00	95.00	012869390 5540	Maintenance / Waste Disposal
G20M4205	ALLIED REFRIGERATION INC.	125.00	125.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
G20M4206	CRANDALL, SAM	1,500.00	1,500.00	012869390 5899	Maintenance / Other Operating Expenses
G20M4207	HILLYARD / LOS ANGELES	150.00	150.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
G20M4208	BOBCAT OF CERRITOS	100.00	100.00	012899390 4343	Gardening / Gardening Supplies
G20M4209	WESTERN EXTERMINATOR	420.00	420.00	014869390 5899	STAR Building DO-Routine Maint / Other Operating
G20M4210	GLEN PRODUCTS INC.	400.00	400.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
G20M4211	GRAINGER INC.	200.00	200.00	012889390 4347	Custodial / Repair & Upkeep Equip Supplies
G20M4213	DAVE BANG ASSOCIATES	2,889.61	2,889.61	012899390 4343	Gardening / Gardening Supplies
G20M4214	BEACH WIRE & CABLE INC.	125.00	125.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
G20M4215	BEACH WIRE & CABLE INC.	1,080.85	1,080.85	012869390 4345	Maintenance / Maintenance Supplies
G20M4226	METRO BUSINESS SOLUTIONS INC.	344.75	344.75	012869390 4330	Maintenance / Printing/Xerox Supplies
G20R0818	METRO BUSINESS SOLUTIONS INC.	1,930.50	1,930.50	010013737 4410	Sch Site Instr - Oka / Fixed Assets \$500-\$5000
G20R0819	HUMAN RELATIONS MEDIA	367.89	367.89	011494988 4310	FVEF Teacher Grants - Masuda / Instructional Supplies
G20R0821	APPLE COMPUTER ORDER	42.12	42.12	012109078 4320	Tech/Media Office Operation / Computer Supplies
G20R0822	HAYES SCHOOL PUBLISHING	192.28	192.28	010014787 4310	Other Donations - Courreges / Instructional Supplies

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT
BOARD OF TRUSTEES MEETING 02/28/2013

FROM 01/16/2013 TO 02/12/2013

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
G20R0823	SOUTHWEST SCHOOL AND OFFICE SU	146.90	146.90	012289961 4325	MAA - Administration / Office Supplies
G20R0824	OFFICE DEPOT	102.57	102.57	012849380 4325	Fiscal Services / Office Supplies
G20R0825	CDWG	273.63	273.63	012109078 4399	Tech/Media Office Operation / Equipment Under \$500
G20R0826	BEACH WIRE & CABLE INC.	637.20	637.20	012109078 4410	Tech/Media Office Operation / Fixed Assets \$500-\$5000
G20R0827	SOUTHWEST SCHOOL AND OFFICE SU	400.00	400.00	015514760 4310	Special Ed. - Courreges RSP / Instructional Supplies
G20R0828	BEARCOM	1,104.95	1,104.95	010143889 4310	Donations - Talbert / Instructional Supplies
G20R0829	LAKESHORE LEARNING MATERIALS	108.00	108.00	120016098 4310	Extended School Instructional / Instructional Supplies
G20R0830	TARGET STORES	324.00	324.00	120016098 4310	Extended School Instructional / Instructional Supplies
G20R0831	TOYS R US	324.00	324.00	120016098 4310	Extended School Instructional / Instructional Supplies
G20R0832	DISCOUNT SCHOOL SUPPLY	464.40	464.40	120016798 4310	Child Dev Cox Preschool-Instr / Instructional Supplies
G20R0833	PIZZA HUT OF AMERICA	108.00	108.00	120016798 4310	Child Dev Cox Preschool-Instr / Instructional Supplies
G20R0834	PIZZA HUT OF AMERICA	108.00	108.00	120016498 4310	Child Dev Oka Preschool-Instr / Instructional Supplies
G20R0835	SCHOOL HEALTH CORPORATION	38.56	38.56	682719470 4325	Workers Comp Admin / Office Supplies
G20R0836	ORANGE COUNTY DEPARTMENT OF ED	85.00	85.00	012338055 5210	Title III-LEP-Instructional / Travel, Conference, Workshop
G20R0837	ARIEL SUPPLY INC.	182.42	182.42	012395298 4325	7395 Sch/Libr Impr Admin-DO / Office Supplies
G20R0838	U.S. SCHOOL SUPPLY INC.	190.77	190.77	010013789 4310	Donations - Oka / Instructional Supplies
G20R0839	STAPLES	203.98	203.98	010014040 4310	Sch Site Instr - Plavan / Instructional Supplies
G20R0840	LAKESHORE LEARNING MATERIALS	216.00	216.00	120016098 4310	Extended School Instructional / Instructional Supplies
G20R0841	STAPLES	108.00	108.00	120336098 4325	Extended School Administration / Office Supplies
G20R0842	CONSTRUCTIVE PLAYTHINGS	108.00	108.00	120016098 4310	Extended School Instructional / Instructional Supplies
G20R0843	CONSTRUCTIVE PLAYTHINGS	108.00	108.00	120016098 4310	Extended School Instructional / Instructional Supplies
G20R0844	STAPLES	54.00	54.00	120336098 4325	Extended School Administration / Office Supplies
G20R0845	BUREAU OF EDUCATION & RESEARCH	1,230.00	1,230.00	010019961 5210	Medi-Cal Billing-Instructional / Travel, Conference,
G20R0846	TROXELL COMMUNICATIONS INC.	1,248.48	1,248.48	012099078 4410	Vantage Learning / Fixed Assets \$500-\$5000

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT
BOARD OF TRUSTEES MEETING 02/28/2013

FROM 01/16/2013 TO 02/12/2013

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
G20R0847	NASCO	53.14	53.14	010144949 4310	Sch Site Instr - Masuda / Instructional Supplies
G20R0848	THOMSON REUTERS/BARCLAY	325.00	325.00	012919395 4349	Special Ed. Transportation / Transportation Supplies (only)
G20R0849	PEARSON ASSESSMENTS	813.13	813.13	012289961 4322	MAA - Administration / Testing Supplies
G20R0850	PLACENTIA-YORBA LINDA UNIFIED	75.00	75.00	010019961 5210	Medi-Cal Billing-Instructional / Travel, Conference,
G20R0851	PEARSON ASSESSMENTS	386.49	386.49	012289961 4322	MAA - Administration / Testing Supplies
G20R0852	RIFTON	2,727.92	2,727.92	010019961 4310	Medi-Cal Billing-Instructional / Instructional Supplies
G20R0853	APPLE COMPUTER ORDER	6,219.60	6,219.60	010142989 4410	Donations - Fulton / Fixed Assets \$500-\$5000
G20R0854	CDWG	219.30	219.30	010142989 4320	Donations - Fulton / Computer Supplies
G20R0855	PLACENTIA-YORBA LINDA UNIFIED	150.00	150.00	010019961 5210	Medi-Cal Billing-Instructional / Travel, Conference,
G20R0856	CALIFORNIA DEPARTMENT OF EDUCA	153.40	153.40	133207380 4710	Cafeteria Fund / FOOD
G20R0857	OCSBA	155.00	31.00	012719165 5210	Superintendent / Travel, Conference, Workshop
			124.00	012719166 5210	Board of Trustees / Travel, Conference, Workshop
G20R0858	AWARDS & TROPHIES	49.58	49.58	012719166 4325	Board of Trustees / Office Supplies
G20R0859	OFFICE DEPOT	431.99	431.99	012719380 5899	Business Department / Other Operating Expenses
G20R0860	APPLE COMPUTER ORDER	1,415.88	1,415.88	012218055 4410	Title III - Immigrant Instr / Fixed Assets \$500-\$5000
G20R0861	TARGET STORES	100.00	100.00	010142929 4310	Sch Site Instr - Fulton / Instructional Supplies
G20R0862	PEARSON ASSESSMENTS	1,256.60	1,256.60	012289961 4322	MAA - Administration / Testing Supplies
G20R0863	WESTERN PSYCHOLOGICAL	213.84	213.84	012289961 4322	MAA - Administration / Testing Supplies
G20R0864	DETAILED PLAY SYSTEMS	78.69	78.69	010019961 4310	Medi-Cal Billing-Instructional / Instructional Supplies
G20R0865	INDEX/PCA: 0001-83804	170.00	170.00	012395098 5210	7395 Sch/Libr Imp Instr-DO / Travel, Conference,
G20R0866	CURRICULUM ASSOCIATES INC.	182.70	182.70	010019961 4310	Medi-Cal Billing-Instructional / Instructional Supplies
G20R0867	WAXIE	472.76	472.76	012889390 4340	Custodial / Custodial Supplies
G20R0868	LAKESHORE LEARNING MATERIALS	330.00	330.00	012579860 4310	Fountain Valley Preschool-Inst / Instructional Supplies
G20R0869	BOARD OF EQUALIZATION	355.00	120.00	012869390 5560	Maintenance / Fuel

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT
BOARD OF TRUSTEES MEETING 02/28/2013

FROM 01/16/2013 TO 02/12/2013

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
G20R0869	*** CONTINUED ***				
			200.00	012919295 5560	Sp.Ed. Transportaion-Fuel / Fuel
			35.00	012929295 5560	Home-to-School Transp-Fuel / Fuel
G20R0870	LAKESHORE LEARNING MATERIALS	65.00	65.00	015644960 4310	Special Ed. - Masuda S&L / Instructional Supplies
G20R0872	ORANGE COUNTY DEPARTMENT OF ED	170.00	170.00	012338055 5210	Title III-LEP-Instructional / Travel, Conference, Workshop
G20R0873	CDWG	230.03	230.03	012099078 4399	Vantage Learning / Equipment Under \$500
G20R0874	GOVDOCS INC	91.70	91.70	012819771 5390	Personnel Commission / Dues and Membership Non Taxabl
G20R0875	EDMENTUM INC	3,420.00	765.00	012331055 5899	Title III-LEP-Tamura / Other Operating Expenses
			360.00	012331655 5899	Title III-LEP-Newland / Other Operating Expenses
			765.00	012334055 5899	Title III-LEP-Plavan / Other Operating Expenses
			765.00	012334755 5899	Title III-LEP-Courreges / Other Operating Expenses
			765.00	012334955 5899	Title III-LEP-Masuda / Other Operating Expenses
G20R0876	LYNDE-ORDWAY COMPANY	426.94	426.94	012059385 5645	Publications / Outside Srvs-Repairs & Mainten
G20R0877	CDWG	5,418.29	5,418.29	012109078 4320	Tech/Media Office Operation / Computer Supplies
G20R0878	DISCOUNT SCHOOL SUPPLY	86.01	86.01	120016098 4310	Extended School Instructional / Instructional Supplies
G20R0879	TARGET STORES	54.00	54.00	012733737 4327	Health Supplies - Oka / Health Supplies
G20R0880	SCHOOL SPECIALTY	214.92	214.92	010013789 4310	Donations - Oka / Instructional Supplies
G20R0881	RADIO WORKS	978.00	978.00	010013789 4399	Donations - Oka / Equipment Under \$500
G20R0882	CSHA	380.00	380.00	010019961 5210	Medi-Cal Billing-Instructional / Travel, Conference,
G20R0883	MUSIC HOUSE, THE	275.00	275.00	010099276 5645	Instrumental Music-Insurance / Outside Srvs-Repairs &
G20R0884	CSHA	280.00	280.00	010019961 5210	Medi-Cal Billing-Instructional / Travel, Conference,
G20R0885	SOUTHWEST SCHOOL AND OFFICE SU	216.00	216.00	010011616 4310	Sch Site Instr - Newland / Instructional Supplies
G20R0886	BARNES AND NOBLE	142.00	142.00	015101660 4310	Special Ed. - Newland SDC / Instructional Supplies
G20R0887	METRO BUSINESS SOLUTIONS INC.	3,887.03	3,887.03	012849380 4320	Fiscal Services / Computer Supplies
G20R0888	STAPLES	130.08	130.08	015511660 4310	Special Ed. - Newland RSP / Instructional Supplies

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT
BOARD OF TRUSTEES MEETING 02/28/2013

FROM 01/16/2013 TO 02/12/2013

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
G20R0889	STAPLES	822.89	822.89	012723232 4325	Sch Site Admin - Cox / Office Supplies
G20R0890	STAPLES	100.00	100.00	010013232 4310	Sch Site Instr - Cox / Instructional Supplies
G20R0891	LAKESHORE LEARNING MATERIALS	100.00	100.00	010013232 4310	Sch Site Instr - Cox / Instructional Supplies
G20R0892	LAKESHORE LEARNING MATERIALS	73.00	73.00	010013232 4310	Sch Site Instr - Cox / Instructional Supplies
G20R0893	PEARSON	1,460.27	1,460.27	016158155 4322	7140 Gifted & Talented - Instr / Testing Supplies
G20R0894	PARTNER TECH USA INC.	4,538.96	4,538.96	133207380 4410	Cafeteria Fund / Fixed Assets \$500-\$5000
G20R0895	ORANGE COUNTY DEPARTMENT OF ED	330.00	330.00	010019961 5210	Medi-Cal Billing-Instructional / Travel, Conference,
G20R0896	MAYER-JOHNSON LLC	319.95	319.95	012289961 4310	MAA - Administration / Instructional Supplies
G20R0897	CHEMSEARCH	207.15	207.15	012919395 4349	Special Ed. Transportation / Transportation Supplies (only)
G20R0898	VAL VERDE USD	350.00	350.00	010019961 5210	Medi-Cal Billing-Instructional / Travel, Conference,
G20R0899	ORANGE COUNTY DEPARTMENT OF ED	135.00	135.00	010302955 4310	EIA-Fulton / Instructional Supplies
G20R0901	LINGUISYSTEMS INC.	380.07	380.07	012289961 4322	MAA - Administration / Testing Supplies
G20R0902	CALIFORNIA WEEKLY EXPLORER INC	71.25	71.25	010013737 5812	Sch Site Instr - Oka / Admission Costs
G20R0903	CHEFS' TOYS	2,060.36	2,060.36	133207380 4410	Cafeteria Fund / Fixed Assets \$500-\$5000
G20R0904	CALIFORNIA SCHOOL NUTRITION AS	690.00	690.00	133207380 5210	Cafeteria Fund / Travel, Conference, Workshop
G20R0905	CHILDHOOD OBESITY ATTENDEE	375.00	375.00	133207380 5210	Cafeteria Fund / Travel, Conference, Workshop
G20R0906	LAKESHORE LEARNING MATERIALS	700.00	700.00	012623175 4310	EISS Grant - Gisler / Instructional Supplies
G20R0908	BARNES AND NOBLE	1,020.00	1,020.00	012623175 4310	EISS Grant - Gisler / Instructional Supplies
G20R0909	NATIONAL ELEMENTARY HONOR SOCI	125.00	125.00	010013789 5390	Donations - Oka / Dues and Membership Non Taxabl
G20R0910	CDWG	18,016.46	18,016.46	010114955 4410	Title I - Masuda / Fixed Assets \$500-\$5000
G20R0911	ORANGE COUNTY DEPARTMENT OF ED	42,590.00	42,590.00	012109078 5899	Tech/Media Office Operation / Other Operating Expenses
G20R0912	ORANGE COUNTY DEPARTMENT OF ED	26,462.00	26,462.00	012109078 5899	Tech/Media Office Operation / Other Operating Expenses
G20R0913	CARR, CHRISTINE	262.50	262.50	015999860 5894	Special Ed - Administration / Regionalized Services (X-Pot)
G20R0914	TARGET STORES	120.00	120.00	012289961 4310	MAA - Administration / Instructional Supplies

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT
BOARD OF TRUSTEES MEETING 02/28/2013

FROM 01/16/2013 TO 02/12/2013

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
G20R0915	TREND ENTERPRISES INC.	127.40	127.40	010014787 4310	Other Donations - Courreges / Instructional Supplies
G20R0916	SCANTRON	176.42	176.42	010011010 4310	Sch Site Instr - Tamura / Instructional Supplies
G20R0917	MAGIC STRAWS LLC	108.00	108.00	133207380 4710	Cafeteria Fund / FOOD
G20R0918	DEWALT-PORTER CABLE-DELTA SERV	500.00	500.00	010144949 4311	Sch Site Instr - Masuda / Elective Supplies
G20R0919	MAGENTA COMPUTER CENTER	1,643.76	1,643.76	120016098 4410	Extended School Instructional / Fixed Assets \$500-\$5000
G20R0920	CHEFS' TOYS	1,969.92	1,969.92	133207380 4410	Cafeteria Fund / Fixed Assets \$500-\$5000
G20R0921	METRO BUSINESS SOLUTIONS INC.	190.07	190.07	010014787 4310	Other Donations - Courreges / Instructional Supplies
G20R0922	ARIEL SUPPLY INC.	301.10	301.10	012719275 4325	Curriculum/Instruction Office / Office Supplies
G20R0923	ORIENTAL TRADING COMPANY	86.40	86.40	120016198 4310	State Preschool Instructional / Instructional Supplies
G20R0924	SCHOOL SPECIALTY	214.92	214.92	010014787 4310	Other Donations - Courreges / Instructional Supplies
G20R0925	SOUTHWEST SCHOOL AND OFFICE SU	65.30	65.30	012289961 4325	MAA - Administration / Office Supplies
G20R0927	ARROWHEAD RANCH OUTDOOR	32,668.00	32,668.00	010014786 5812	Outdoor Education - Courreges / Admission Costs
G20S8031	WAXIE	40.18	40.18	011000000 9320	Revenue Limit - State Revenues / STORES
G20S8032	CANNON SPORTS	213.04	213.04	011000000 9320	Revenue Limit - State Revenues / STORES
G20S8033	WAXIE	14,274.17	14,274.17	011000000 9320	Revenue Limit - State Revenues / STORES
G20S8034	ARIEL SUPPLY INC.	13,273.20	13,273.20	011000000 9320	Revenue Limit - State Revenues / STORES
	Fund 01 Total:	237,932.02			
	Fund 12 Total:	3,846.57			
	Fund 13 Total:	9,895.64			
	Fund 68 Total:	38.56			
	Total Amount of Purchase Orders:	251,712.79			

FOUNTAIN VALLEY SD

Reference #:

Adjustment of Funds

2013 29

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

Fund: 0101 GENERAL FUND

Object	Description	FROM	TO
1100	TEACHERS' SALARIES	134.00	2,081.00
2100	INSTRUCTIONAL AIDES' SALARIES		4,000.00
2200	CLASSIFIED SUPPORT		1,505.00
2900	OTHER CLASSIFIED SALARIES	35,236.00	33,456.00
3101	STRS-CERTIFICATED POSITIONS		156.00
3102	STRS-CLASSIFIED	604.00	
3202	PERS-CLASSIFIED	2,207.00	
3313	MEDICARE-CERTIFICATED		31.00
3314	MEDICARE-CLASSIFIED	512.00	570.00
3353	ARP-CERTIFICATED		1.00
3354	ALTERNATIVE RETIRE-CLASSIFIED	186.00	523.00
3356	OASDI-CLASSIFIED	1,199.00	93.00
3501	SUI-CERTIFICATED		23.00
3502	SUI-CLASSIFIED	388.00	434.00
3601	WORKERS'COMP-CERTIFICATED		43.00
3602	WORKERS'COMP-CLASSIFIED	718.00	814.00
3802	PERS REDUCTION-CLASSIFIED	309.00	377.00
4200	BOOKS OTHER THAN TEXTBOOKS	25.00	273.00
4300	MATERIALS & SUPPLIES		13,220.00
5200	TRAVEL & CONFERENCES	1,047.00	918.00
5600	RENTAL,LEASE,REPAIR & NON CAP		11,062.00
5800	PROF/CONS SERV & OPER EXPENSE	76,122.00	90,692.00
5900	COMMUNICATIONS		18,585.00
7142	Excess Costs/County Offices	53,969.00	
8000	REVENUE LIMIT SOURCES	550,517.00	420,885.00
8200	FEDERAL INCOME	1,604.00	
8300	STATE INCOME		3,229.00
8500	STATE INCOME	26,080.00	
8600	LOCAL INCOME	25.00	68,954.00
8700	OTHER REVENUES	33,212.00	
9789	RESERVE FOR ECONOMIC UNCERTAIN		4,567.00
9790	UNASSIGNED/UNAPPROPRIATED	619,132.00	489,994.00

FOUNTAIN VALLEY SD

Reference #:

Adjustment of Funds

2013 29

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

Fund: 0101 GENERAL FUND

Object	Description	FROM	TO
	Subfund Total:	1,403,226.00	1,166,486.00

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, February 28, 2013.

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

2013 30

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

Fund: 1212 CHILD DEVELOPMENT

Object	Description	FROM	TO
4300	MATERIALS & SUPPLIES		4,690.00
4400	NONCAPITALIZATION EQUIPMENT		663.00
8600	LOCAL INCOME	280,696.00	16,991.00
9740	RESTRICTED BALANCE	281,196.00	12,138.00
Subfund Total:		561,892.00	34,482.00

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, February 28, 2013.

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

2013 31

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

Fund: 2525 CAPITAL FACILITIES

Object	Description	FROM	TO
5800	PROF/CONS SERV & OPER EXPENSE		7,200.00
8600	LOCAL INCOME	240,000.00	480,000.00
9780	OTHER ASSIGNMENTS		232,800.00
Subfund Total:		240,000.00	720,000.00

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, February 28, 2013.

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

2013 32

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	2,000.00	
6200	BUILDING AND IMPROVE OF BLDGS	11,826.00	
9780	OTHER ASSIGNMENTS		13,826.00
Subfund Total:		13,826.00	13,826.00

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, February 28, 2013.

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

2013 33

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

Fund: 6768 INSURANCE-WCI

Object	Description	FROM	TO
5800	PROF/CONS SERV & OPER EXPENSE		38,641.00
8600	LOCAL INCOME		38,641.00
Subfund Total:		0.00	77,282.00

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, February 28, 2013.

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

2013 34

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

Fund: 6769 INSURANCE HEALTH/WELFARE
--

Object	Description	FROM	TO
3401	HEALTH & WELFARE-CERTIFICATED	101,893.00	
3402	HEALTH & WELFARE-CLASSIFIED		98,341.00
3701	RETIREE BENEFITS-CERTIFICATED	94,994.00	
3702	RETIREE BENEFITS-CLASSIFIED		5,071.00
5800	PROF/CONS SERV & OPER EXPENSE	280.00	
8600	LOCAL INCOME	1,855.00	20,626.00
9790	UNASSIGNED/UNAPPROPRIATED		112,526.00
Subfund Total:		199,022.00	236,564.00

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, February 28, 2013.

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 #:

Transfer of Funds

2013 25

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

Fund: 0101 GENERAL FUND

Object	Description	FROM	TO
1100	TEACHERS' SALARIES	560.00	11,956.00
1200	CERTIFICATED PUPIL SUPPORT		18,975.00
2100	INSTRUCTIONAL AIDES' SALARIES	200.00	845.00
2400	CLERICAL & OFFICE SALARIES	50.00	1,948.00
2900	OTHER CLASSIFIED SALARIES	10,472.00	86.00
3101	STRS-CERTIFICATED POSITIONS	38.00	2,262.00
3201	PERS-CERTIFICATED		250.00
3202	PERS-CLASSIFIED	23.00	157.00
3313	MEDICARE-CERTIFICATED	7.00	406.00
3314	MEDICARE-CLASSIFIED	155.00	41.00
3353	ARP-CERTIFICATED		24.00
3354	ALTERNATIVE RETIRE-CLASSIFIED	137.00	29.00
3355	OASDI-CERTIFICATED		115.00
3356	OASDI-CLASSIFIED	12.00	108.00
3501	SUI-CERTIFICATED	5.00	321.00
3502	SUI-CLASSIFIED	117.00	30.00
3601	WORKERS'COMP-CERTIFICATED	9.00	580.00
3602	WORKERS'COMP-CLASSIFIED	220.00	75.00
3702	RETIREE BENEFITS-CLASSIFIED		96,259.00
3801	PERS REDUCTION-CERTIFICATED		45.00
3802	PERS REDUCTION-CLASSIFIED	4.00	46.00
4100	TEXTBOOKS	1,146.00	
4300	MATERIALS & SUPPLIES	11,861.00	26,595.00
4400	NONCAPITALIZATION EQUIPMENT		9,368.00
5200	TRAVEL & CONFERENCES	239.00	3,056.00
5600	RENTAL,LEASE,REPAIR & NON CAP	9,690.00	4,367.00
5800	PROF/CONS SERV & OPER EXPENSE	51,537.00	16,253.00
6200	BUILDING AND IMPROVE OF BLDGS	4,200.00	
9740	RESTRICTED BALANCE	4,991.00	
9790	UNASSIGNED/UNAPPROPRIATED	98,992.00	468.00

FOUNTAIN VALLEY SD

Reference #:

Transfer of Funds

2013 25

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

Fund: 0101 GENERAL FUND

Object	Description	FROM	TO
	Subfund Total:	194,665.00	194,665.00

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, February 28, 2013.

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

2013 26

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		1,000.00
2400	CLERICAL & OFFICE SALARIES		1,500.00
3314	MEDICARE-CLASSIFIED		36.00
3354	ALTERNATIVE RETIRE-CLASSIFIED		34.00
3502	SUI-CLASSIFIED		29.00
3602	WORKERS'COMP-CLASSIFIED		51.00
4300	MATERIALS & SUPPLIES		2,500.00
9740	RESTRICTED BALANCE	5,150.00	
Subfund Total:		5,150.00	5,150.00

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, February 28, 2013.

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

2013 27

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

Fund: 2525 CAPITAL FACILITIES

Object	Description	FROM	TO
4400	NONCAPITALIZATION EQUIPMENT		27.00
9780	OTHER ASSIGNMENTS	27.00	
Subfund Total:		27.00	27.00

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, February 28, 2013.

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

2013 28

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

Fund: 6768 INSURANCE-WCI

Object	Description	FROM	TO
4300	MATERIALS & SUPPLIES		270.00
9790	UNASSIGNED/UNAPPROPRIATED	270.00	
Subfund Total:		270.00	270.00

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, February 28, 2013.

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

Board meeting: February 28, 2013

Fountain Valley School District
BUSINESS SERVICES DIVISION
ASB/S12-13 – 106

M E M O R A N D U M

TO: Marc Ecker, Superintendent
FROM: Stephen McMahon, Assistant Superintendent, Business Services
SUBJECT: **Revisions to Board Policy 3100: Business and Non-instructional Operations**
DATE: February 6, 2013

BACKGROUND:

In the continued effort to maintain a set of current Board Policies, it is necessary to bring certain policies to the Board of Trustees for revision due to changes in Education Code or statute. The District is informed of such changes by the California School Boards Association or Orange County Department of Education through alerts to districts regarding mandated changes.

Board Policy 3100: Business and Non-instructional Operations has been updated to reflect the district's procedure in regards to budget development, its subsequent adoption and continual review to update as needed.

The policy was presented to the Board of Trustees for first reading on January 24, 2013.

RECOMMENDATION:

It is recommended that The Board of Trustees approve the second reading of Board Policy 3100: Business and Non-instructional Operations and adopt the Board Policy.

/cal

BUDGET

The Board of Trustees accepts responsibility for adopting a sound budget for each fiscal year that is compatible with the district's vision, goals and priorities. The district budget shall guide administrative decisions and actions throughout the year and shall serve as a tool for monitoring the fiscal health of the district.

- (cf. 0000 – Vision)*
- (cf. 3000 – Concepts and Roles)*
- (cf. 3300 - Expenditures and Purchases)*
- (cf. 3460 – Financial Reports and Accountability)*
- (cf. 9000 – Role of the Board)*

The district budget shall show a complete plan and itemized statement of all proposed expenditures and all estimated revenues for the following fiscal year, together with a comparison of revenues and expenditures for the current fiscal year. The budget shall also include the appropriations limit and the total annual appropriations subject to limitation as determined pursuant to Government Code 7900-7914. (Education Code 42122)

Budget Development and Adoption Process

The Superintendent or designee shall establish an annual budget development process and calendar in accordance with the single budget adoption process described in Education Code 42127(i). He/she shall annually notify the County Superintendent of Schools of the district’s decision to use the single budget adoption process in the subsequent year.

In order to provide guidance in the development of the budget, the Board shall annually establish budget priorities based on identified district needs and goals and on realistic projections of available funds.

The Superintendent or designee shall oversee the preparation of a proposed district budget for approval by the Board and shall involve appropriate staff in the development of budget projections.

The Board encourages public input in the budget development process and shall hold public hearings and meetings in accordance with Education Code 42103 and 42127.

- (cf. 9320 – Meetings and Notices)*
- (cf. 9322 – Agenda/Meeting Materials)*
- (cf. 9323 – Meeting Conduct)*

The budget that is formally adopted by the Board shall be in the format prescribed by the Superintendent of Public Instruction. The Superintendent or designee may supplement this format with additional information as necessary to effectively communicate the budget to the Board, staff and public.

BUDGET

Budget Criteria and Standards

In developing the district budget, the Superintendent or designee shall analyze criteria and standards adopted by the State Board of Education which address estimation of funded average daily attendance (ADA), projected enrollment, ratio of ADA to enrollment, projected revenue limit, salaries and benefits, other revenues and expenditures, facilities maintenance, deficit spending, fund balance and reserves. The budget review shall also identify supplemental information regarding contingent liabilities, use of one-time revenues for ongoing expenditures, use of ongoing revenues for one-time expenditures, contingent revenues, contributions, long-term commitments, unfunded liabilities and the status of labor agreements. (Education Code 33127, 33128, 33129; 5 CCR 15440-15451)

The Board shall establish and maintain a general fund reserve for economic uncertainty that meets or exceeds the requirements of law. (Education Code 33128.3; 5 CCR 15450)

The Board may establish other budget assumptions or parameters which may take into consideration the stability of funding sources, legal requirements and constraints on the use of funds, anticipated increases and/or decreases in the cost of services and supplies, categorical program requirements and any other factors necessary to ensure that the budget is a realistic plan for district revenues and expenditures.

(cf. 2210 – Administrative Discretion Regarding Board Policy)
(cf. 3110 – Transfer of Funds)

Fund Balance

The district shall classify fund balances in compliance with Governmental Accounting Standards Board (GASB) Statement 54, as follows:

1. Nonspendable fund balance includes amounts that are not expected to be converted to cash, such as resources that are not in a spendable form (e.g., inventories and prepaids) or that are legally or contractually required to be maintained intact.
2. Restricted fund balance includes amounts constrained to specific purposes by their providers or by law.
3. Committed fund balance includes amounts constrained to specific purposes by the Board.

For this purpose, all commitments of funds shall be approved by a majority vote of the Board. The constraints shall be imposed no later than the end of the reporting period of June 30, although the actual amounts may be determined subsequent to that date but prior to the issuance of the financial statements.

BUDGET

4. Assigned fund balance includes amounts which the Board or its designee intends to use for a specific purpose.

The Board delegates authority to assign funds to the assigned fund balance to the Superintendent or designee and authorizes the assignment of such funds to be made any time prior to the issuance of the financial statements.

5. Unassigned fund balance includes amounts that are available for any purpose.

When multiple types of funds are available for an expenditure, the district shall first utilize funds from the restricted fund balance as appropriate, then from the committed fund balance, then from the assigned fund balance and lastly from the unassigned fund balance.

Long-Term Financial Obligations

The district's current-year budget and multi-year projections shall include adequate provisions for addressing the district's long-term financial obligations, including, but not limited to, long-term obligations resulting from collective bargaining agreements, financing of facilities projects, unfunded or future liability for retiree benefits and accrued workers' compensation claims.

(cf. 4141/4241 – Collective Bargaining Agreement)
(cf. 4143/4243 – Negotiations/Consultation)
(cf. 4154/4254/4354 – Health and Welfare Benefits)
(cf. 7210 – Facilities Financing)
(cf. 9250 – Remuneration, Reimbursement and Other Benefits)

The Board shall approve a plan for meeting the district's long-term obligations to fund nonpension, other postemployment benefits (OPEBs). This plan shall include a specific funding strategy and the method that will be used to finance the district's annual fiscal obligations for such benefits in a manner that continually reduces the deficit to the district to the extent possible. The Board reserves the authority to review and amend the finding strategy as necessary to ensure that it continues to serve the best interests of the district and maintains flexibility to adjust for changing budgetary considerations.

When the Superintendent or designee presents a report to the Board on the estimated accrued but unfunded cost of OPEBs, the Board shall disclose, as a separate agenda item at the same meeting, whether or not it will reserve a sufficient amount of money in its budget to fund the present value of the benefits of existing retirees and/or the future cost of employees who are eligible for benefits in the current fiscal year. (Education Code 42140)

When the Superintendent or designee presents a report to the Board on the estimated accrued but unfunded cost of workers' compensation claims, the Board shall disclose, as a separate agenda item at the same meeting, whether or not it will reserve in the budget sufficient amounts to fund the present value of accrued but unfunded workers' compensation claims or

BUDGET

if it is otherwise decreasing the amount in its workers' compensation reserve fund. The Board shall annually certify to the County Superintendent the amount, if any, that it has decided to reserve in the budget for these costs. The Board shall submit to the County Superintendent any budget revisions that may be necessary to account for this budget reserve. (Education Code 42141)

Budget Amendments

Whenever revenues and expenditures change significantly throughout the year, the Superintendent or designee shall recommend budget amendments to ensure accurate projections of the district's net ending balance. When final figures for the prior-year budget are available, this information shall be used as soon as possible to update the current-year budget's beginning balance and projected revenues and expenditures.

In addition, budget amendments shall be submitted for Board approval when the State budget is adopted, collective bargaining agreements are accepted, district income declines, increased revenues or unanticipated savings are made available to the district, program proposals are significantly different from those approved during budget adoption, interfund transfers are needed to meet actual program expenditures and/or other significant changes occur that impact budget projections.

*Legal Reference:*EDUCATION CODE*1240 Duties of county superintendents of schools**33127-33131 Standards and criteria for local budgets and expenditures**35035 Powers and duties of superintendent**35161 Powers and duties, generally, of governing boards**42103 Public hearing on proposed budget; requirements for content of proposed budget**42122-42129 Budget requirements**42130-42134 Financial certifications**42140-42141 Disclosure of fiscal obligations**42602 Use of unbudgeted funds**42605 Tier 3 categorical flexibility**42610 Appropriation of excess funds and limitation thereon**44518-44519.2 Chief business officer training program**45253 Annual budget of personnel commission**45254 First year budget of personnel commission*GOVERNMENT CODE*7900-7914 Appropriations limit*CODE OF REGULATIONS, TITLE 5*15060 Standardized account code structure**15440-154521 Criteria and standards for school district budgets**Management Resources:*CSBA PUBLICATIONS*Maximizing School Board Governance: Budget Planning and Adoption, 2006**Maximizing School Board Governance: Understanding District Budgets, 2006**School Finance CD-ROM, 2005*

BUDGET

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

New Requirements for Reporting Fund Balance in Governmental Funds, January 7, 2011

FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM PUBLICATIONS

Fiscal Oversight Guide for AB1200, AB 2756 and Subsequent Related Legislation, September 2006

GOVERNMENT FINANCE OFFICERS ASSOCIATION

Best Practice: Appropriate Level of Unrestricted Fund Balance in the General Fund, 2009

GOVERNMENTAL ACCOUNTING STANDARDS BOARD STATEMENTS

Statement 54, Fund Balance Reporting and Governmental Fund Type Definitions, March 2009

Statement 45, Accounting and Financial Reporting by Employers for Post-employment Benefits Other Than Pensions, June 2004

Statement 34, Basic Financial Statements and Management's Discussion and Analysis – For State and Local Governments, June 1999

WEB SITES

Association of California School Administrators: <http://www.acsa.org>

CSBA: <http://www.csba.org>

California Department of Education, Finance and Grants: <http://www.cde.ca.gov/fg>

California Department of Finance: <http://www.dof.ca.gov>

Fiscal Crisis and Management Assistance Team: <http://www.fcmat.org>

Government Finance Officers Association: <http://www.gfoa.org>

Governmental Accounting Standards Board: <http://www.gasb.org>

Legislative Analyst's Office: <http://www.lao.ca.gov>

School Services of California, Inc.: <http://www.sscal.com>

BUDGET

The district budget shall be prepared annually from the best possible estimates that individual schools and district administrative staff can provide. Appropriate consolidation shall occur as the budget progresses through the various levels of review.

The district budget shall be developed in accordance with standards and criteria for fiscal accountability adopted by the State Board of Education. (Education Code 33129)

(cf. 3460 - Financial Reports and Accountability)

Before adopting the budget, the Board of Trustees shall hold a public hearing. The proposed budget shall be available for public inspection at least three working days before this hearing. (Education Code 42103, 42127)

An agenda for this hearing shall be posted at least 72 hours before the hearing and shall indicate the location where the budget may be inspected. (Education Code 42127)

Any district resident may appear at the public hearing and speak to the proposed budget or any item on the budget. The hearing may conclude when all residents who so desire have had the opportunity to be heard. (Education Code 42103) Sufficient time shall be allowed so that the budget can still be adopted by July 1.

(cf. 9320 - Meetings and Notices)

(cf. 9323 - Meeting Conduct)

The Superintendent or designee shall file the adopted budget with the County Superintendent no later than five days after adoption or by July 1, whichever occurs first. The budget and supporting data shall be maintained and made available for public review. (Education Code 42127)

No later than 45 days after the Governor signs the annual Budget Act, the Superintendent or designee shall make available for public review any revisions in budgeted revenues and expenditures which are consequently necessary. (Education Code 42127)

If the County Superintendent disapproves the district's budget, the Board shall review and respond to his/her recommendations at a public meeting on or before September 8. (Education Code 42127)

Board meeting: February 28, 2013

Fountain Valley School District
BUSINESS SERVICES DIVISION
ASB/S12-13 – 105

M E M O R A N D U M

TO: Marc Ecker, Superintendent
FROM: Stephen McMahon, Assistant Superintendent, Business Services
SUBJECT: **Revisions to Board Policy 5116.1: Intradistrict Open Enrollment**
DATE: February 6, 2013

BACKGROUND:

In the continued effort to maintain a set of current Board Policies, it is necessary to bring certain policies to the Board of Trustees for revision due to changes in Education Code or statute. The District is informed of such changes by the California School Boards Association or Orange County Department of Education through alerts to districts regarding mandated changes.

Board Policy 5116.1: Intradistrict Open Enrollment has been updated to reflect current district practices and procedures in regards to students residing within the district boundaries and requesting enrollment in a school other than their school of residence.

The policy was presented to the Board of Trustees for first reading on January 24, 2013.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the second reading of Board Policy 5116.1: Intradistrict Open Enrollment and adopt the Board Policy.

/cal

INTRADISTRICT OPEN ENROLLMENT

The Board of Trustees desires to provide enrollment options that meet the diverse needs and interests of district students and shall annually review these options.

Students who reside within district boundaries may apply for enrollment in any district school. The Superintendent or designee shall determine the capacity of each district school and establish a random, unbiased selection process for the admission of students from outside a school's attendance area. In accordance with law, no student currently residing within a school's attendance area shall be displaced by another student.

(cf. 5116 - School Attendance Boundaries)

The Board retains the authority to maintain appropriate racial and ethnic balances among district schools. (Education Code 35160.5)

The Board shall annually review this policy. (Education Code 35160.5, 48980)

Enrollment Priorities

A student may be given priority for attendance outside his/her current attendance area when special circumstances exist that may be harmful or dangerous to that particular student. Harmful or dangerous special circumstances shall be identified pursuant to law and administrative regulations.

A student accepted on an intradistrict transfer shall be considered a current resident of that school. Once enrolled, a student shall not have to apply for readmission. A fifth grade student who is promoted must reapply for middle school.

The Superintendent or designee shall inform parents/guardians when certain schools or grade levels within a school are currently or are likely to be at capacity and therefore unable to accommodate any new students.

Transportation

The district shall not provide transportation outside a school's attendance area except for certain special programs.

Legal Reference:

EDUCATION CODE

35160.5 District policies; rules and regulations

35291 Rules

35351 Assignment of students to particular schools

48980 Notice at beginning of term

Crawford v. Board of Education (1976) 17 Cal.3d 280

Policy
adopted:

FOUNTAIN VALLEY ELEMENTARY SCHOOL DISTRICT
Fountain Valley, California

INTRADISTRICT OPEN ENROLLMENT

Selection Procedures

1. The Superintendent or designee shall identify those schools which may have space available for additional students. A list of these schools and open enrollment applications shall be available at all school offices.
2. Students who submit applications to their home school between March 1 and May 1 shall be eligible for admission to their school of choice the following school year under the district's open enrollment policy.
3. Enrollment in a school of choice shall be determined by lot from the eligible applicant pool and a waiting list shall be established to indicate the order in which applicants may be accepted as more openings occur. Late applicants shall not be added to the waiting list.
4. The Superintendent or designee shall inform applicants by mail as to whether their applications have been approved, denied or placed on a waiting list for one year. Copies of the application should be forwarded to the Business Office. If the application is denied, the reasons for denial shall be stated.
5. Applicants who receive approval must confirm their enrollment within two weeks.
6. Admission to a particular school shall not be influenced by a student's academic performance.

(cf. 6172 - Gifted and Talented Student Program)

7. The Board of Trustees retains the authority to maintain racial and ethnic balances among schools.

Any complaints regarding the selection process should be taken to the Superintendent or designee.

(cf. 1312 - Complaints Concerning the Schools)

Harmful or Dangerous Special Circumstances

Any decision to grant priority for attendance outside a student's current attendance area because of harmful or dangerous special circumstances shall be based upon one of the following: (Education Code 35160.5)

Students

AR 5116.1(b)

INTRADISTRICT OPEN ENROLLMENT

1. A written statement from a representative of an appropriate state or local agency, including but not limited to a law enforcement official, social worker or properly licensed or registered professional psychiatrist, psychologist, marriage, family and child counselor or other professional
2. A court order, including a temporary restraining order and injunction

Upon making such a finding, the Superintendent or designee may approve the student's transfer to a district school that is at capacity and otherwise closed to transfers. (Education Code 35160.5)

Notifications

The Assistant Superintendent, Business, will make available to each school principal for publication in the school's first newsletter of the academic year, a description of all attendance options available within the district. The notification shall include information related to the application procedure, placement and the appeals process.

Notifications shall be sent to parents/guardians at the beginning of each year describing all current statutory attendance options and local attendance options available in the district, including:

1. All options for meeting residency requirements for school attendance.

(cf. 5111.1 - District Residency)

(cf. 5111.11 - Residency of Students with Caregiver)

(cf. 5111.12 - Residency Based on Parent/Guardian Employment)

(cf. 5111.13 - Residency for Homeless Children)

2. Program options offered within local attendance areas.
3. A description of any special program options available on both an interdistrict and intradistrict basis.
4. A description of the procedure for application for alternative attendance areas or programs and the appeals process available, if any, when a change of attendance is denied.
5. The explanation of attendance options under California law as provided by the California Department of Education. (Education Code 48980)

INTRADISTRICT OPEN ENROLLMENT

(cf. 5145.6 - Parental Notifications)

Parent Request Procedure

Parents requesting intra-district transfers must submit an Intra-District Transfer Request to the principal of the school of residence. The request must be made through the completion and submittal of the “Request For Intra-District Transfer Form”. Forms may be obtained at all school sites. All requests must be submitted to the school of residence between March 1 and May 1. The request shall be date stamped and signed by the school principal, forwarded to the school of choice for principal’s review, with final copies sent to the child’s current school and the Business Division.

Appeals Process

The following regulations govern appeals and provide for full consideration of problems, concerns and questions:

1. Matters shall first be discussed with the principal of the requested school.
2. If the problem cannot be resolved at the school, it may then be brought to the Assistant Superintendent, Business, who shall investigate and determine appropriate placement.
3. If the dispute remains unresolved, the appeal may be reviewed by the Superintendent to determine adherence to policy and procedure
4. Parents may request a hearing before the Governing Board whose decision will be final.

(cf. 5145.6 Parental Notifications)

Regulation
approved:

FOUNTAIN VALLEY ELEMENTARY SCHOOL DISTRICT
Fountain Valley, California

Board meeting: February 28, 2013

Fountain Valley School District
BUSINESS SERVICES DIVISION
ASB/S12-13 – 104

MEMORANDUM

TO: Marc Ecker, Superintendent
FROM: Stephen McMahon, Assistant Superintendent, Business Services
SUBJECT: **Revisions to Board Policy 7214: General Obligation Bonds**
DATE: February 6, 2013

BACKGROUND:

In the continued effort to maintain a set of current Board Policies, it is necessary to bring certain policies to the Board of Trustees for revision due to changes in Education Code or statute. The District is informed of such changes by the California School Boards Association or Orange County Department of Education through alerts to districts regarding mandated changes.

Board Policy 7214: General Obligation Bonds has been updated to reflect required district practices and procedures in regards to election criteria for bonds requiring either a 55% majority or a 66.67% majority of votes.

The policy was presented to the Board of Trustees for first reading on January 24, 2013.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the second reading of Board Policy 7214: General Obligation Bonds and adopt the Board Policy.

/cal

GENERAL OBLIGATION BONDS

The Governing Board recognizes that school facilities are an essential component of the educational program and that the Board has a responsibility to ensure that the district's facilities needs are met in the most cost-effective manner possible. When the Board determines that it is in the best interest of the district students, it may order an election on the question of whether bonds shall be issued for school facilities.

(cf. [1160](#) – *Political Processes*)

(cf. [7110](#) - *Facilities Master Plan*)

(cf. [7210](#) - *Facilities Financing*)

The Board shall determine the appropriate amount of the bond in accordance with law.

Bonds Requiring 55% Approval by Local Voters

The Board may decide to pursue the authorization and issuance of bonds by approval of 55% majority of the voters pursuant to Article 13A, Section 1(b)(3) and Article 16, Section 18(b) of the California Constitution. If two-thirds of the Board agree to such an election, the Board shall vote to adopt a resolution to incur bonded indebtedness if approved by a 55% majority of the voters. (Education Code [15266](#))

The bond election may only be ordered at a primary or general election, a statewide special election, or a regularly scheduled local election at which all of the electors of the school district are entitled to vote. (Education Code [15266](#))

Bonded indebtedness incurred by the district shall be used only for the following purposes: (California Constitution Article 13A, Section 1(b)(3) and 1(b)(3)(A))

1. The construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities
2. The acquisition or lease of real property for school facilities

The proposition approved by the voters shall include the following accountability requirements: (California Constitution Article 13A, Section 1(b)(3))

1. A requirement that proceeds from the sale of the bonds be used only for the purposes specified in items #1-2 above, and not for any other purposes including teacher and administrative salaries and other school operating expenses
2. A list of specific school facility projects to be funded and certification that the Board has evaluated safety, class size reduction, and information technology needs in developing that list.

GENERAL OBLIGATION BONDS

(cf. [0440](#) - *District Technology Plan*)

(cf. [0450](#) - *Comprehensive Safety Plan*)

(cf. [6151](#) - *Class Size*)

3. A requirement that the Board conduct an annual, independent performance audit to ensure that the funds have been expended only on the specific projects listed
4. A requirement that the Board conduct an annual, independent financial audit of the proceeds from the sale of the bonds until all of those proceeds have been expended for the school facilities projects

If a district general obligation bond requiring a 55% majority is approved by the voters, the Board shall appoint an independent citizens' advisory oversight committee. This committee shall be appointed within 60 days of the date that the Board enters the election results in its minutes pursuant to Education Code 15274. (Education Code 15278)

(cf. [1220](#) – *Citizen Advisory Committees*)

(cf. [9324](#) – *Minutes and Recordings*)

The Superintendent or designee shall ensure that the annual, independent performance and financial audits conducted pursuant to items #3 and #4 above are issued in accordance with the U.S. Comptroller General's Government Auditing Standards. He/she shall submit the audits to the citizens' oversight committee by March 31 of each year. (Education Code 15286)

Bonds Requiring 66.67% Approval by Local Voters

Bonds shall be sold to raise money for any of the following purposes: (Education Code [15100](#))

1. Purchasing school lots
2. Building or purchasing school buildings
3. Making of alterations or additions to school building(s) other than as may be necessary for current maintenance, operation, or repairs
4. Repairing, restoring, or rebuilding of any school building damaged, injured, or destroyed by fire or other public calamity
5. Supplying of school buildings and grounds with furniture, equipment, or necessary apparatus of a permanent nature
6. Permanently improving school grounds

GENERAL OBLIGATION BONDS

7. Refunding any outstanding valid indebtedness of the district, evidenced by bonds or of state school building aid loans
8. Carrying out ~~of~~ sewer or drain projects or purposes authorized in Education Code [17577](#)
9. Purchasing school buses with a useful life of at least 20 years
10. Demolishing or razing ~~of~~ any school building with the intent to replace it with another school building, whether in the same location or in any other location

Except for refunding any outstanding indebtedness, any of the purposes listed above may be united and voted upon as a single proposition by order of the Board and entered into the minutes. (Education Code [15100](#))

The Board may appoint a citizens' oversight committee to review and report to the Board and the public as to whether the expenditure of bond revenues complies with the intended purposes of the bond.

If the certificate of election results received by the Board shows that the appropriate majority of the voters are in favor of issuing the bonds, the Board shall record that fact in its minutes. The Board shall then certify to the county board of supervisors all proceedings it had in connection with the election results. (Education Code 15124, 15274)

Resolution Regarding Sale of Bonds

Following passage of the bond measure by the appropriate majority of voters, the Board shall pass a resolution to issue the sale of bonds. The resolution shall prescribe the total amount of bonds to be sold and may also prescribe the maximum acceptable interest rate, not to exceed eight percent, and the time(s) when the whole or any part of the principal of the bonds shall be payable, which shall not be more than 25 years from the date of the bonds. (Education Code 15140)

Prior to the sale of bonds, the Board shall adopt, as an agenda item at a public meeting, another resolution, which includes all of the following items: (Education Code 15146)

1. Express approval of the method of sale
2. Statement of the reasons for the method of sale selected
3. Disclosure of the identity of the bond counsel, and the identities of the bond underwriter

GENERAL OBLIGATION BONDS

and the financial adviser if either or both are utilized for the sale, unless these individuals have not been selected at the time the resolution is adopted, in which case the Board shall disclose their identities at the public meeting occurring after they have been selected

4. Estimates of the costs associated with the bond issuance

After the sale, the Board shall be presented with the actual cost information and shall disclose that information at the Board's next scheduled meeting. The Board shall ensure that an itemized summary of the costs of the bond sale and all necessary information and reports regarding the sale are submitted to the California Debt and Investment Advisory Commission. (Education Code 15146)

Legal Reference:

EDUCATION CODE

7054 Use of district property, campaign purposes

15100-15254 Bonds for school districts and community college districts

15264-15288 Strict Accountability in Local School Construction Bonds Act of 2000

17577 Sewers and drains

17584.1 Deferred maintenance, reports

47614 Charter school facilities

ELECTIONS CODE

324 General election

328 Local election

341 Primary election

348 Regular election

356 Special election

357 Statewide election

1302 School district election

15372 Elections official certificate

GOVERNMENT CODE

1090-1099 Prohibitions applicable to specified officers

1125-1129 Incompatible activities

8855 California Debt and Investment Advisory Commission

53580-53595.55 Bonds

54952 Definition of legislative body, Brown Act

CALIFORNIA CONSTITUTION

Article 13A, Section 1 Tax limitation

Article 16, Section 18 Debt limit

COURT DECISIONS

San Lorenzo Valley Community Advocates for Responsible Education v. San Lorenzo Valley Unified School District, (2006) 139 Cal.App.4th 1356

GENERAL OBLIGATION BONDS

ATTORNEY GENERAL OPINIONS

88 Ops.Cal.Atty.Gen. 46 (2005)

87 Ops.Cal.Atty.Gen. 157 (2004)

Management Resources:

CSBA PUBLICATIONS

Legal Guidelines: Use of Public Resources for Ballot Measures and Candidates, Fact Sheet, February 2011

WEB SITES

CSBA: <http://www.csba.org>

California Debt and Investment Advisory Commission: <http://www.treasurer.ca.gov/cdiac>

California Department of Education: <http://www.cde.ca.gov>

California Office of Public School Construction: <http://www.opsc.dgs.ca.gov>

GENERAL OBLIGATION BONDS

Election Notice

Whenever the Governing Board orders an election on the question of whether general obligation bonds shall be issued for school facilities, the Superintendent or designee shall ensure that election notice and ballot requirements comply with Education Code 15120-15126 and 15272, as applicable.

Certification of Results

If it appears that the appropriate majority of the voters are in favor of issuing the bonds, the Governing Board shall cause an entry of that fact in the minutes. The Board shall then certify to the board of supervisors of the county whose superintendent of schools has jurisdiction over the district all proceedings had in the premises. (Education Code [15124](#), 15274)

Resolution Requesting Sale of Bonds

Following passage of the bond measure, the Board shall pass a resolution to the county board of supervisors to issue the sale of the bonds in accordance with law. (Education Code [15140](#))

Citizens' Oversight Committee

In the event that a bond is approved under the 55% majority threshold pursuant to Article 13A, Section 1(b)(3) and Article 16, Section 18(b) of the California Constitution, the district's citizens' oversight committee shall consist of at least seven members including, but not limited to: (Education Code [15282](#))

1. One member active in a business organization representing the business community located within the district
2. One member active in a senior citizens organization
3. One member active in a bona fide taxpayers' organization
4. One member who is a parent/guardian of a child enrolled in the district
5. One member who is a parent/guardian of a child enrolled in the district and is active in a parent-teacher organization, such as the Parent Teacher Association or school site council

(cf. [0420](#) - School Plans/Site Councils)

(cf. [1220](#) – Citizen Advisory Committees)

(cf. [1230](#) - School-Connected Organizations)

Members of the citizens' oversight committee shall be subject to prohibitions regarding

GENERAL OBLIGATION BONDS

incompatibility of office pursuant to Government Code 1125-1129 and financial interest in contracts pursuant to Government Code 1090-1099. (Education Code [15282](#))

(*cf.* [9270](#) – *Conflict of Interest*)

No employee, Board member, vendor, contractor, or consultant of the district shall be appointed to the citizens' oversight committee. (Education Code [15282](#))

Members of the citizens' oversight committee shall serve for a term of two years without compensation and for no more than two consecutive terms. (Education Code [15282](#))

The purpose of the citizens' oversight committee shall be to inform the public concerning the expenditure of bond revenues. The committee shall actively review and report on the proper expenditure of taxpayers' money for school construction and shall convene to provide oversight for, but not limited to, the following: (Education Code [15278](#))

1. Ensuring that bond revenues are expended only for the purposes described in Article 13A, Section 1(b)(3) of the California Constitution including the construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities, or the acquisition or lease of real property for school facilities
2. Ensuring that, as prohibited by Article 13A, Section 1(b)(3)(A) of the California Constitution, no funds are used for any teacher and administrative salaries and other school operating expenses

In furtherance of its purpose, the committee may engage in any of the following activities: (Education Code [15278](#))

1. Receiving and reviewing copies of the annual, independent performance and financial audits required by Article 13A, Section 1(b)(3)(C) and (D) of the California Constitution

(*cf.* [3460](#) – *Financial Reports and Accountability*)

2. Inspecting school facilities and grounds to ensure that bond revenues are expended in compliance with the requirements Article 13(A), Section 1(b)(3) of the California Constitution
3. Receiving and reviewing copies of any deferred maintenance proposals or plans developed by the district, including any reports required by Education Code [17584.1](#)
5. Reviewing efforts by the district to maximize bond revenues by implementing cost-

GENERAL OBLIGATION BONDS

saving measures including, but not limited to, the following:

- a. Mechanisms designed to reduce the costs of professional fees
- b. Mechanisms designed to reduce the costs of site preparation
- c. Recommendations regarding the joint use of core facilities

(cf. [1330.1](#) – *Joint Use Agreements*)

- d. Mechanisms designed to reduce costs by incorporating efficiencies in school site design
- e. Recommendations regarding the use of cost-effective and efficient reusable facility plans

(cf. [7110](#) – *Facilities Master Plan*)

The Board shall, without expending bond funds, provide the citizens' oversight committee with any necessary technical assistance and shall provide administrative assistance in furtherance of the committee's purpose and sufficient resources to publicize the committee's conclusions. (Education Code [15280](#))

All citizens' oversight committee proceedings shall be open to the public and noticed in the same manner as proceedings of the Board. Committee meetings shall be subject to the provisions of the Ralph M. Brown Act. (Education Code [15280](#); Government Code [54952](#))

(cf. [9320](#) - Meetings and Notices)

The oversight committee shall issue regular reports, at least once a year, on the results of its activities. Minutes of the proceedings and all documents received and reports issued shall be a matter of public record and shall be made available on the district's web site. (Education Code [15280](#))

(cf. [1340](#) - *Access to District Records*)

The citizens' oversight committee may be disbanded following its review of the final performance and financial audits.

Reports

Within 30 days after the end of each fiscal year, the district shall submit to the County

GENERAL OBLIGATION BONDS

Superintendent of Schools a report concerning any bond election(s) containing the following information: (Education Code [15111](#))

1. The total amount of the bond issue, bonded indebtedness, or other indebtedness involved
2. The percentage of registered electors who voted at the election
3. The results of the election, with the percentage of votes cast for and against the proposition

Regulation
approved:

FOUNTAIN VALLEY SCHOOL DISTRICT
Fountain Valley, CA



FOUNTAIN VALLEY SCHOOL DISTRICT
Curriculum/Instruction

MEMORANDUM

TO: Marc Ecker, Superintendent
FROM: Anne Silavs, Assistant Superintendent, Instruction
SUBJECT: *AGREEMENT BETWEEN THE ASSISTANCE LEAGUE OF
HUNTINGTON BEACH AND FOUNTAIN VALLEY SCHOOL
DISTRICT*
DATE: January 31, 2013

BACKGROUND

The Assistance League of Huntington Beach (ALHB), a chapter of National Assistance League, is a nonprofit volunteer organization serving the Huntington Beach, Fountain Valley and Westminster communities. The *Links to Learning HB* program provides teachers grants to supplement and enhance the instructional program.

For continued participation in the *Links to Learning HB* program, Fountain Valley School District must renew its agreement with the Assistance League every three years. Approval by the Board of Trustees would extend District participation in this program through the 2014-2015 school year.

RECOMMENDATION

It is recommended that the Board of Trustees approves the agreement with the Assistance League of Huntington Beach for continued District participation in the *Links to Learning HB* program through the 2014-2015 school year.



FOUNTAIN VALLEY SCHOOL DISTRICT
BUSINESS SERVICES
D/FS 12/13-20

MEMORANDUM

TO: Stephen McMahon – Assistant Superintendent, Business Administration
FROM: Scott Martin - Director, Fiscal Services
SUBJECT: **CONSOLIDATED APPLICATION FOR FUNDING CATEGORICAL AID PROGRAMS - Winter 2012 Data Collections**
DATE: February 7, 2013

BACKGROUND:

Notification has been received from the California State Department of Education with regard to funding under the 2012-2013 Consolidated Application Winter release.

Fountain Valley School District's Economic Impact Aid allocation is \$326,843. This is a 5.07% or \$17,475 decrease from the amount the District was allocated during 2011-2012. Funds will be used to cover the cost of FVSD's English Learner Program.

Title I, Part A funding for 2012-2013 is \$334,263, representing a 9.43% or \$34,812 decrease from that of 2011-2012. These funds will be used to serve Title I students at Cox Elementary School and Masuda Middle School.

For 2012-2013 School Year, Title II-Part A (Teacher Quality) is allocated \$133,665. This amount is a decrease of 1.31% or \$1,774 from funding in 2011-2012.

Title III, Part A (LEP) has an allocation of \$70,178 an increase of .22% or \$153 from Title III, Part A's 2011-2012 funding.

Title III Immigrant Subgrant funding for 2012-2013 is \$9,400. This amount is an increase of 3.30% or \$300 from funding in 2012-2013.

Total Consolidated Application funding for 2012-2013 will be \$874,349. The \$874,349 coupled with the 2011-2012 carryovers of \$67,827 results in a total of \$942,176, which may be expended during 2012-2013.

Consolidated Application 2012-2013 total funds is a decrease of approximately 6.01% or \$60,289 from what was received in 2011-2012. The 2012-2013 expenditure budgets have been adjusted to reflect the decrease of the new funding entitlements.

RECOMMENDATION:

It is recommended that the Board of Trustees approves transmittal of the Consolidated Application, Winter 2012 Data Collection, to the California State Department of Education.

2011-12 Title I Part A Carryover

Report fiscal year expenditures and to determine 2011-12 Title I, Carryover for fiscal year 2012-13.

CDE Program Contact:

Jyoti Singh, Title I Policy & Program Guidance, jsingh@cde.ca.gov, 916-319-0372
 Joshua Strong, Title I Policy & Program Guidance, JStrong@cde.ca.gov, 916-319-0492

2010-11 Final Carryover Calculation

Carryover as of September 30, 2011	\$0
Carryover spent through September 30, 2012	\$0
Unspent carryover to be returned to CDE	\$0
Note: CDE will invoice the LEA to return the unused 2010-11 funds.	

2011-12 Carryover Calculation

2011-12 Title I Part A Entitlement	\$373,061
Transferred in	\$0
Title I Part A available allocation	\$373,061
Expenditures and encumbrances from July 1, 2011 through June 30, 2012 (12 Months)	\$320,056
Carryover as of June 30, 2012	\$53,005
Carryover percent as of June 30, 2012	14.21%
Expenditures and encumbrances from July 1, 2011 through September 30, 2012 (15 Months)	\$373,061
Carryover as of September 30, 2012	\$0
Carryover percent as of September 30, 2012	0.00%

2011-12 Title III Part A Immigrant YTD Obligations Report, 18 Months

A report of year-to-date obligations by activity.

CDE Program Contact:

Patty Stevens, Language Policy & Leadership Office, pstevens@cde.ca.gov, 916-323-5838

Approved Immigrant Sub-grantee Activities

(e) ACTIVITIES BY AGENCIES EXPERIENCING SUBSTANTIAL INCREASES IN IMMIGRANT CHILDREN AND YOUTH-

(1) IN GENERAL-An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional (opportunities for immigrant children and youth, which may include -

(A) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;

(B) support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;

(C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;

(D) identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;

(E) basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;

(F) other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and

(G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.

2011-12 Title III, Part A Immigrant entitlement	\$9,100
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$0
2000-2999 Classified personnel salaries	\$1,903
3000-3999 Employee benefits	\$175
4000-4999 Books and supplies	\$6,355
5000-5999 Services and other operating expenditures	\$147
Administrative and Indirect Costs	\$350
Total year-to-date obligations	\$8,930

2011-12 Title III, Part A LEP YTD Obligations Report, 18 Months

A report of year-to-date obligations by activity.

CDE Program Contact:

Patty Stevens, Language Policy & Leadership Office, pstevens@cde.ca.gov, 916-323-5838

Required and Authorized LEP Sub-grantee Activities

Required

Section 3115 (c)(1) To increase the English Proficiency by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs.

Section 3115 (c)(2) To provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

Authorized

- (1) Upgrading program objectives and effective instruction strategies.
- (2) Improving the instruction program for limited English proficient children by identifying acquiring and upgrading curricula, instruction materials, educational software, and assessment procedures.
- (3) Providing tutorials and academic or vocational education for limited English proficient children and intensified instruction.
- (4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
- (5) Improving the English proficiency and academic achievement of limited English proficient children.
- (6) Providing community participation programs, family literacy services and parent outreach and training activities to limited English proficient children and their families.

2011-12 Title III Part A LEP entitlement	\$70,025
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$18,743
2000-2999 Classified personnel salaries	\$22,734
3000-3999 Employee benefits	\$10,681
4000-4999 Books and supplies	\$12,526
5000-5999 Services and other operating expenditures	\$3,941
Administrative and indirect costs	\$1,400
Total year-to-date obligations	\$70,025

2012-13 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, 916-319-0640

Program Improvement Year	2
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.	
Title II Part A Transfers	
Title II Part A entitlement	\$133,665
Transferred to Title I, Part A	\$0

2012-13 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, 916-323-5831
 Mark Klinesteker, EIA / SCE, mklinesteker@cde.ca.gov, 916-319-0256

2012-13 Economic Impact Aid Entitlement	\$326,843
Transferred in	
Transferred in comment If the transferred in amount is greater than zero an explanation of where the dollars were transferred from is required.	
2011-12 Carryover	\$0
Repayment of funds	
Repayment of funds comment Provide an explanation of why repayment dollars were added back to the EIA allocation.	
2012-13 Economic Impact Aid allocation	\$326,843
Indirect cost reserves (Amount cannot exceed 3% of the EIA allocation.)	\$9,520
Administrative evaluation (Amount cannot exceed 10% of the EIA allocation.)	\$20,557
LEA activities reservation (Amount cannot exceed 2% of the EIA allocation.)	\$6,536
Security reservation (Amount may not exceed \$0.32 per student.)	
Security Reservation Maximum (Based on .32 * total student enrollment from EIA qualified schools in School Student Counts, Actual.)	\$2,030
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	\$290,230

2012-13 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:

Jyoti Singh, Title I Policy & Program Guidance, jysingh@cde.ca.gov, 916-319-0372
 Joshua Strong, Title I Policy & Program Guidance, JStrong@cde.ca.gov, 916-319-0492

2012-13 Title I Part A Entitlement	\$334,263
Transferred-in amount	\$0
Title I Part A entitlement after transfers	\$334,263
Note: In order for the 2011-12 Carryover amount to be pre-populated, the 2011-12 Title I, Part A Carryover data collection should be completed and saved before beginning data entry.	
2011-12 Carryover (Allowable values are the 12 or 15 month 2011-12 carryover. The default value displayed is the 15 month calculated carryover.)	\$53,005
Repayment of funds	
2012-13 Total allocation	\$387,268
Indirect cost reservation	\$18,230
Administrative reservation	\$32,283
2012-13 Title I, Part A adjusted allocation	\$336,755
Indirect Cost and Administration Calculation Tool To help determine allowable indirect cost and administration reserves, based on your Approved Indirect Cost Rate as defined on http://www.cde.ca.gov/fg/ac/ic/ , below are recommended values.	
2012-13 Approved indirect cost rate	4.94%
Maximum allowable indirect cost reservation	\$18,230
Recommended administration reservation	\$32,283

2012-13 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:

Joshua Strong, Title I Policy & Program Guidance, JStrong@cde.ca.gov, 916-319-0492
 Nancy Bodenhausen, Title I Policy & Program Guidance, NBodenhausen@cde.ca.gov, 916-445-4904

Nonprofit Private School Equitable Services Percentage Calculation

Total participating nonprofit school low income students	0
Total participating attendance area low income students	462
Percent of nonprofit private school low income students for equitable service calculations	0.00%

Required Reservations

Title I Part A adjusted allocation	\$336,755
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Parental Involvement

Parental involvement (1% of the entitlement plus transfers-in if greater than \$500,000.)	\$0
Supplemental parental involvement (Optional: Additional discretionary set-aside.)	\$0
Nonprofit private school parental involvement set-aside	\$0
Amount remaining	\$0
Public school parental involvement	\$0
Balance available for LEA parental involvement activities	\$0

Direct and Indirect Services

Direct or indirect services to homeless children , regardless of their school of attendance	\$10,000
Homeless services provided	We will meet the basic needs (clothing, supplies, health) of homelss 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

2012-13 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:

Joshua Strong, Title I Policy & Program Guidance, JStrong@cde.ca.gov, 916-319-0492
 Nancy Bodenhausen, Title I Policy & Program Guidance, NBodenhausen@cde.ca.gov, 916-445-4904

Other neglected or delinquent services	
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Program Improvement (PI)

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 for Choice and SES	
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.)	\$33,426
2011-12 PI professional development carryover	\$0
Total PI professional development	\$33,426

2012-13 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:

Joshua Strong, Title I Policy & Program Guidance, JStrong@cde.ca.gov, 916-319-0492
 Karen Neilsen, Title I Policy & Program Guidance, KNeilsen@cde.ca.gov, 916-319-0946

Allowed Reservations

Professional Development for Highly Qualified Teachers and Paraprofessionals

Professional development for highly qualified teachers and paraprofessionals	\$0
Nonprofit private school equitable services	\$0
Professional development reserved for public schools	\$0

District-wide Instructional Programs

District-wide instructional programs (Non-PI activities)	\$0
Nonprofit private school equitable services	\$0
District-wide instructional programs for Title I public schools	\$0

Other School Programs

Other school programs Including summer school or intersession programs or before and after school programs.	\$0
Nonprofit private school equitable services	\$0
Other school programs reserved for public schools	\$0

Other Allowable Reservations

Salary differentials	\$0
Preschool programs	\$0
Capital expenses for nonprofit private schools	\$0

Program Improvement Activities

Teacher incentives and rewards (Maximum 5% of entitlement after transfers.)	\$0
Professional development of highly qualified teachers	\$0
Technical assistance to schools	\$0

2012-13 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:

Joshua Strong, Title I Policy & Program Guidance, JStrong@cde.ca.gov, 916-319-0492
 Karen Neilsen, Title I Policy & Program Guidance, KNeilsen@cde.ca.gov, 916-319-0946

Summer school, intersession programs or before and after school programs	\$0
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Reservation Summary

Adjusted Allocation	\$336,755
Total required reservations	\$43,426
Total allowed reservations	\$0
Allocations after reservations	\$293,329
Total nonprofit private school set aside	\$0
Private nonprofit school Parental Involvement set-aside	\$0
Public school Parental Involvement set-aside	\$0
Amount available for Title I, Part A school allocations	\$293,329

2012-13 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, 916-322-9503
 Juan J. Sanchez, Section 2141 Contact, jsanchez@cde.ca.gov, 916-323-5264

2012-13 Title II Part A entitlement	\$133,665
Total funds transferred out of Title II, Part A	\$0
Total entitlement after transfers	\$133,665
2011-12 Carryover (as of 06/30/12)	\$0
Repayment of funds	\$0
Repayment comment	
Provide an explanation of why repayment dollars were added back to the allocation	
2012-13 Allocation	\$133,665
Administrative and indirect costs	\$12,768
Title II Part A adjusted allocation	\$120,897

2012-13 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:

Patty Stevens, Language Policy & Leadership Office, pstevens@cde.ca.gov, 916-323-5838

2012-13 Title III, Part A Immigrant entitlement	\$9,400
2011-12 Carryover	\$1,676
Repayment of funds	\$0
2012-13 Allocation	\$11,076
Administrative and indirect costs	\$521
2012-13 Adjusted allocation	\$10,555

2012-13 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, 916-323-5838

2012-13 Title III, Part A LEP entitlement	\$70,178
2011-12 Carryover	\$13,146
Repayment of funds	\$0
2012-13 Allocation	\$83,324
Administrative and indirect costs	\$1,634
2012-13 Adjusted allocation	\$81,690

2012-13 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, 916-327-0858

Title I, Part A (Basic) SACS Code 3010	No
Title I, Part C (Migrant Education) SACS Code 3060	No
Title I, Part D (Delinquent) SACS Code 3025	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 (Enhancing Education Through Technology) SACS Code 4045	No
Title III (Immigrant Students) SACS Code 4201	No
Title III (LEP Students) - 2% maximum SACS Code 4203	No
Title IV, Part B (21st Century Community Learning Centers) SACS Code 4124	No

2012-13 Title III Part A Immigrant 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, 916-323-5838

Approved Immigrant Sub-grantee Activities

(e) ACTIVITIES BY AGENCIES EXPERIENCING SUBSTANTIAL INCREASES IN IMMIGRANT CHILDREN AND YOUTH-

(1) IN GENERAL-An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional (opportunities for immigrant children and youth, which may include -

(A) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;

(B) support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;

(C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;

(D) identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;

(E) basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;

(F) other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and

(G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.

2012-13 Title III, Part A Immigrant entitlement	\$9,400
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$0
2000-2999 Classified personnel salaries	\$564
3000-3999 Employee benefits	\$33
4000-4999 Books and supplies	\$0
5000-5999 Services and other operating expenditures	\$0
Administrative And Indirect Costs	\$0
Total year-to-date obligations	\$597

2012-13 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, 916-323-5838

Required and Authorized LEP Sub-grantee Activities

Required

Section 3115 (c)(1) To increase the English Proficiency by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs.

Section 3115 (c)(2) To provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

Authorized

- (1) Upgrading program objectives and effective instruction strategies.
- (2) Improving the instruction program for limited English proficient children by identifying acquiring and upgrading curricula, instruction materials, educational software, and assessment procedures.
- (3) Providing tutorials and academic or vocational education for limited English proficient children and intensified instruction.
- (4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
- (5) Improving the English proficiency and academic achievement of limited English proficient children.
- (6) Providing community participation programs, family literacy services and parent outreach and training activities to limited English proficient children and their families.

2012-13 Title III Part A LEP Entitlement	\$70,178
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$0
2000-2999 Classified personnel salaries	\$0
3000-3999 Employee benefits	\$0
4000-4999 Books and supplies	\$337
5000-5999 Services and other operating expenditures	\$0
Administrative and indirect costs	\$0
Total year-to-date obligations	\$337

2012-13 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, frozic@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_InitialValue	Local Board Approval Date_InitialValue	SIG Approval Date_InitialValue	Poverty Level %_InitialValue
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			
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			

2012-13 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, 916-323-5831
 Mark Klinesteker , EIA / SCE, mklinesteker@cde.ca.gov, 916-319-0256

Funding method	SCE/LEP
Total EIA allocation	\$290,230
Allocation method	Standard per pupil rate
Standard per student LEP rate	\$240
Standard per student SCE rate	\$118
Total LEP student count	784
Total LEP student count not SCE funded	341
Total EDY student count SCE funded	865
Unallocated amount	\$0
Total LEP allocation	\$188,160
Total SCE allocation	\$102,070

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	80	\$19,200	178	N		
Cox (James H.) Elementary	6066922	1	180	\$43,200	270	Y	\$31,860	
Fulton (Harry C.) Middle	6027916	2	31	\$7,440	208	N		
Gisler (Robert) Elementary	6027973	1	57	\$13,680	146	N		
Masuda (Kazuo) Middle	6094627	2	89	\$21,360	314	Y	\$37,052	
Newland (William T.) Elementary	6027999	1	17	\$4,080	55	N		
Oka (Isojiro) Elementary	6068605	1	49	\$11,760	100	Y	\$11,800	

2012-13 Economic Impact Aid School Allocations

This reports identifies the schools funded with LEP, and if applicable, SCE allocations.

School Name	School Code	Grade Span Group	LEP Student Count	LEP Allocation	EDY Student Count	SCE Eligible	SCE Allocation	SCE Allocation Comment
Plavan (Urbain H.) Elementary	6085278	1	125	\$30,000	181	Y	\$21,358	
Talbert (Samuel E.) Middle	6071096	2	18	\$4,320	236	N		
Tamura (Hisamatsu) Elementary	6027924	1	138	\$33,120	182	N		

2012-13 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:

Joshua Strong, Title I Policy & Program Guidance, JStrong@cde.ca.gov, 916-319-0492
Jyoti Singh, Title I Policy & Program Guidance, jysingh@cde.ca.gov, 916-319-0372

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	Yes
District-wide low income %	20.72%
Grade span 1 low income %	20.44%
Grade span 2 low income %	21.19%
Grade span 3 low income %	No Data
Available Title I, Part A school allocation	\$293,329
Available public school parent involvement reservation	\$0
Total participating attendance area low income students (entered on Reservations, Required)	462
Available nonprofit private school set-asides	\$0
Available nonprofit private school parent involvement reservation	\$0
Unallocated school amount	\$0.58
Unallocated public school parent involvement	\$0
Unallocated nonprofit private school set-asides	\$0
Unallocated nonprofit private school parent involvement	\$0
Sum of Title I participating schools low income student count	462

2012-13 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.

Difference between participating attendance area low income students (entered on Reservations, Required) and 462

Sum of Title I participating schools low income student count

School Name	School Code	Grade Span Group	Low Income Students	Low Income Student %	Eligible	\$ Per Low Income Student (0.00)	Carryover	Public School Parental Involvement	Nonprofit Private Parental Involvement	Nonprofit Private Set Aside	Total School Allocation	Exception Reason	EIA Funded	Other Program Funds	Exception Comment
Cox (James H.) Elementary	6066922	1	239	32.87	Y	634.91	\$0	\$0			151743.49		N	N	
Plavan (Urbain H.) Elementary	6085278	1	139	28.25	Y	0.00					0.00		N	N	
Oka (Isojiro) Elementary	6068605	1	117	25.77	Y	0.00					0.00		N	N	
Tamura (Hisamatsu) Elementary	6027924	1	109	17.52	N	0.00					0.00		N	N	
Gisler (Robert) Elementary	6027973	1	80	14.87	N	0.00					0.00		N	N	
Courreges (Roch) Elementary	6094635	1	95	12.86	N	0.00					0.00		N	N	
Newland (William T.) Elementary	6027999	1	39	9.09	N	0.00					0.00		N	N	
Masuda (Kazuo) Middle	6094627	2	223	27.16	Y	634.91	\$0	\$0			141584.93		N	N	
Talbert (Samuel E.) Middle	6071096	2	136	20.42	N	0.00					0.00		N	N	
Fulton (Harry C.) Middle	6027916	2	138	16.08	N	0.00					0.00		N	N	



FOUNTAIN VALLEY SCHOOL DISTRICT

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

Memorandum

Board Meeting
February 28 2013

TO: Anne Silavs, Assistant Superintendent, Instruction
FROM: Julianne Hoefer, Director, Office of Assessment and Accountability
DATE: February 11, 2013
SUBJECT: Approval of Sunesys Contract Extension for Wide Area Network Services

Background

In November of 2007, Fountain Valley School District entered into an agreement with Sunesys, LLC, to provide high-speed computer network connectivity between our school sites, Maintenance and Transportation, the District Office, and the Orange County Department of Education. The network speed is 1000 mega bits per second (Mbps), with our current daily use averaging approximately 10-20 Mbps. The license term of the original contract is for a period of 60 months from the Acceptance Date of December 1, 2008, and contains a provision for an additional 60 months following the expiration date of November 30, 2013. We are currently receiving discounts under the E-Rate program for Sunesys' services; therefore, we must submit documentation of the contract extension prior to March 14, 2013, in order to continue receiving discounts after the December 1, 2013, effective date for the additional 60 months.

For the current 60-month period, our E-Rate discounted monthly cost is \$5,414.05. For the 60-month period effective December 1, 2013, our discounted rate will be reduced to \$1,701.10, for a cost savings of \$222,777 over the life of the contract extension.

Recommendation

It is recommended that the Board approve the agreement with Sunesys, LLC, to extend the original contract for Wide Area Network services dated November 29, 2007, and effective December 1, 2008, for an additional 60-month period to commence December 1, 2013.



**ADDENDUM NO. 2013-01
TO
WIDE AREA NETWORK LICENSE AGREEMENT
BETWEEN
SUNESYS, LLC AND FOUNTAIN VALLEY SCHOOL DISTRICT**

THIS ADDENDUM NUMBER 2013-01 ("Addendum") is made as of this ____ day of _____, 2013 between Sunesys, LLC ("SUNESYS"), and Fountain Valley School District ("Licensee").

WHEREAS, SUNESYS and Licensee have previously entered into that certain Wide Area Network License Agreement dated as of November 29, 2007 ("Agreement") wherein SUNESYS licensed to Licensee the use of certain portions of the SUNESYS "WAN" upon the terms and conditions set forth in the Agreement; and

WHEREAS, the initial term of the Agreement expires on November 30, 2013; and

WHEREAS, SUNESYS and Licensee wish to enter this Addendum in order to extend the term of the Agreement.

NOW, THEREFORE, for good and valuable consideration, and intending to be legally bound, SUNESYS and Licensee agree as follows:

1. Any capitalized terms not defined herein shall have the meaning as set forth in the Agreement.
2. In the event of any inconsistencies between the terms of this Addendum and the Agreement, the terms of this Addendum shall control and take precedence.
3. SUNESYS and Licensee hereby agree to extend the term of the Agreement for a period of Sixty (60) months, commencing on the date next following the expiration of the initial term of the Agreement (the "Extension Term").
4. During the Extension Term, Licensee shall pay to SUNESYS a monthly license fee of Six Thousand Four Hundred Nineteen Dollars Twenty-Five Cents (\$6,419.25) per month. This fee will be adjusted annually on the anniversary of the Acceptance Date beginning with the second year of the Extension Term by the percentage change in the Consumer Price Index ("CPI") for the Los Angeles, California metropolitan area, as determined by the United States Department of Labor, Bureau of Labor Statistics for the most recently available Twelve (12) month period preceding the anniversary date. In the event that the United States Department of Labor abandons the CPI, or fails to publish the CPI, then the parties shall use whatever the United States Government publishes as a substitute to provide information as to increase in the cost of living for the Los Angeles area, provided, however, that in the event that Licensee does NOT agree with the amount of such adjustment, Licensee may terminate this Agreement upon notice to SUNESYS without any further liability to SUNESYS.



5. During the Extension Term, Licensee may request that SUNESYS upgrade the capacity of any circuit in the Wide Area Network to ten (10) gigabits per second (“Gbps”). SUNESYS shall provide such upgrade at SUNESYS’ then current charge for a ten (10) Gbps circuit for the remaining duration of the Extension Term.
6. This Addendum shall not be effective until executed by Licensee and accepted by an authorized representative of SUNESYS at its place of business.
7. By execution hereof, the signers hereby signify that each is authorized to execute this Addendum on behalf of and bind their respective party hereto.

SUNESYS, LLC:

By: _____
Name: _____
Title: _____
Date: _____

**FOUNTAIN VALLEY SCHOOL
DISTRICT**

By: _____
Name: _____
Title: _____
Date: _____



FOUNTAIN VALLEY SCHOOL DISTRICT

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Board Approval Date
February 28, 2013

Memorandum

TO: Anne Silavs, Assistant Superintendent, Instruction

FROM: Julianne Hoefler, Director, Assessment and Accountability

DATE: February 12, 2013

SUBJECT: **2011-2012 Program Effectiveness Results**

Background

Attached is the Program Effectiveness Results document for the school year 2011-2012. 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 is required through Federal Program Monitoring (FPM) statutes.

Last year the English learner portion was revised significantly. This year the Title I portion was. This was done in an attempt to gather longitudinal data rather than single year information and 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 2011-2012 Program Effectiveness Results be approved by the Board of Trustees.

PROGRAM EFFECTIVENESS RESULTS 2011-2012 School Year

Fountain Valley School District Program Effectiveness Summary 2011/2012

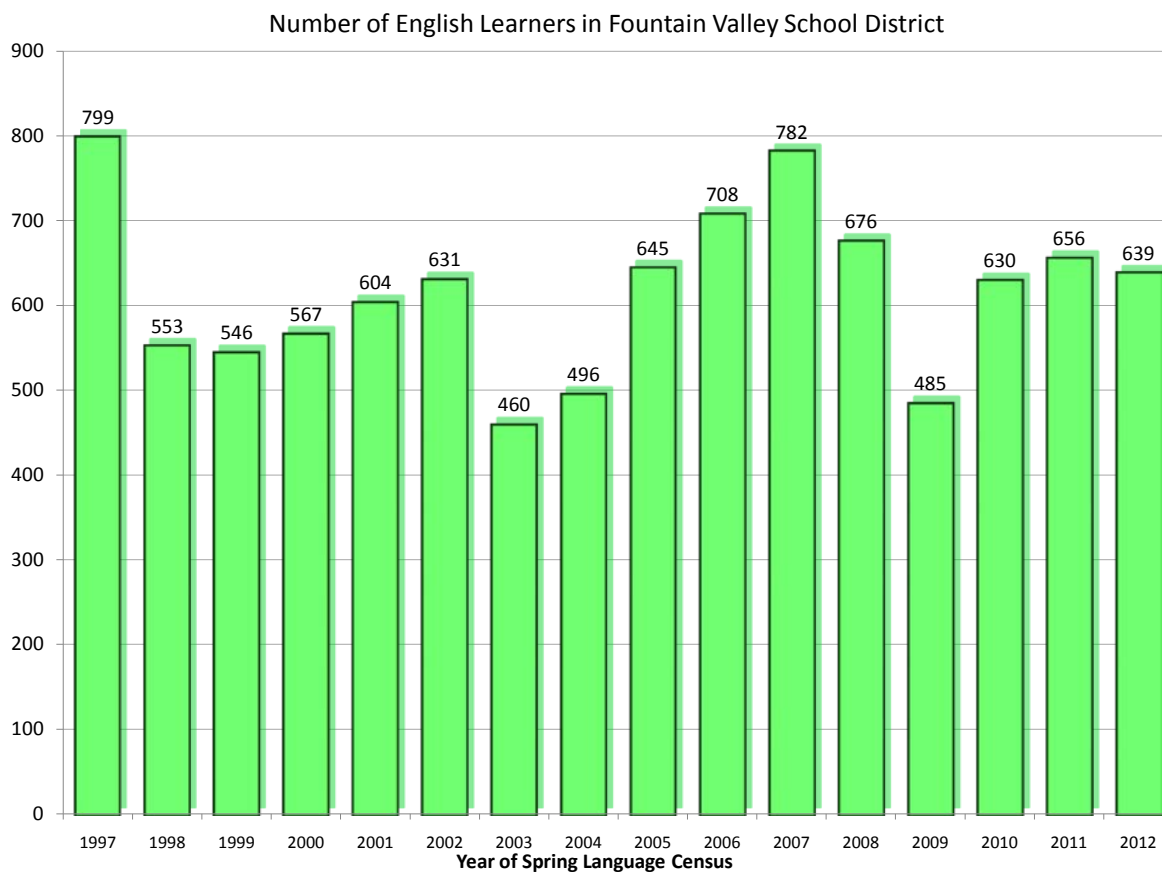
Collection of Data

The data for this document was collected from multiple sources, including the R-30 Language Census, Aeries 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 and includes information from March 1 of the prior year through February 28 of the survey year. Because the R-30 does not always include the desired information, the Aeries student database is also used. Typically this occurs when school year information (September to June) is preferred. The last source that is referenced in this document is DataQuest. DataQuest is a public website available through the California Department of Education. Throughout the document all three resources are used, check the source information below the chart for clarification.

ENGLISH LEARNERS

Profile for English Learners (ELs)

The number of English Learners (ELs) has varied over the last 16 years. During this time the number has been as low as 460 and as high as 799. For the 2011-2012 school year, there were 639 ELs.



Source: March R-30, 2012 and DataQuest 2011-2012

PROGRAM EFFECTIVENESS RESULTS 2011-2012 School Year

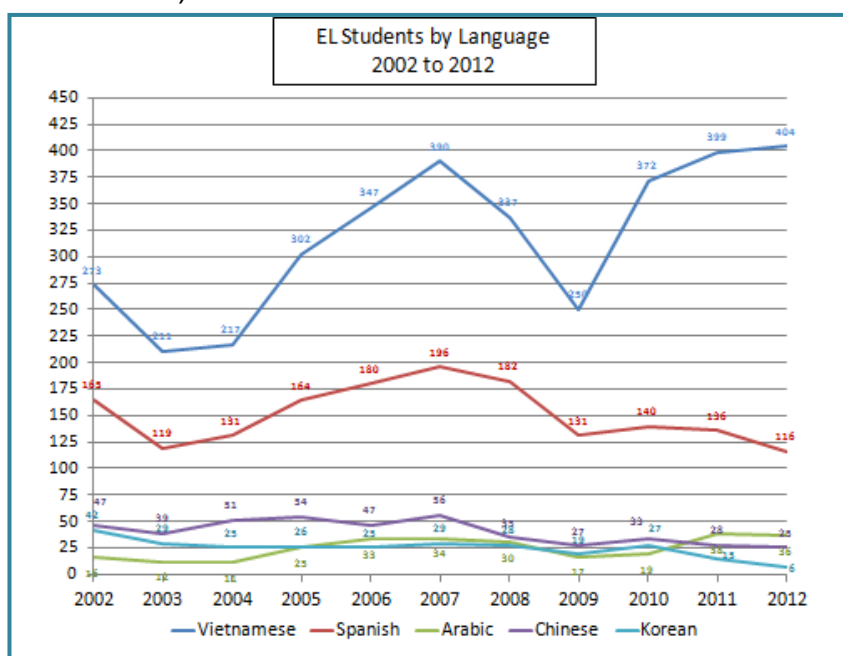
Major Language Groups

In Fountain Valley School District (FVSD), 36 different languages were spoken by our ELs during the 2011-2012 school year. ELs accounted for 10% of the total student enrollment (639 out of 6,345) in FVSD. Within the EL population, 63% spoke Vietnamese as their primary language (404). Approximately 18% spoke Spanish (116), 6% Arabic (36), 4% Chinese (25), 1% Korean, (6), and the remaining 8% spoke "Other" languages (52). For the first time in 2010-2011, the group of students who speak Arabic as their native language became large enough to warrant removal from the "Other" category.

Language	2012 Number of ELs	2012 Percent of ELs	2011 Number of ELs	2011 Percent of ELs
Vietnamese	404	63%	400	61%
Spanish	116	18%	133	20%
Arabic	36	6%	38	6%
Chinese (Mandarin/Cantonese/ Taiwanese, Chaozhou)	25	4%	28	4%
Korean	6	1%	14	2%
Other	52	8%	43	7%
Total	639	100%	656	100%

Source: March R-30, 2012

While there were two years of decline, Vietnamese overall has been on the rise over the last 10 years and has the largest number of students ever (404). In contrast during the same timeframe, the number of students who speak Spanish has declined and is at its lowest level (116 students).



Source: March R-30, 2012

**PROGRAM EFFECTIVENESS RESULTS
2011-2012 School Year**

The majority of ELs (85%) have attended FVSD schools five years or less. This includes students who were reclassified as Fluent English Proficient (R-FEP) during the last two school years. In order to ensure R-FEP students continue to experience academic success with increasingly more rigorous and demanding content, they are monitored for two years and are included in EL numbers.

Grade	K	1	2	3	4	5	6	7	8	Total	Percent
Number	100	122	149	127	117	83	104	71	56	929	100%
1 year or less	94	22	17	12	9	17	16	12	7	206	22%
2 years or less	3	96	18	17	6	3	18	24	12	197	21%
3 years or less	3	3	105	21	14	7	13	4	9	179	19%
4 years or less			7	71	14	8	11	6	7	124	13%
5 years or less		1	2	6	62	6	7	3	1	88	9%
> 5 years					2	42	39	32	20	135	15%

Source: Aeries student database, March, 2012

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 each fall thereafter. 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 (Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced). In 2011-2012, only 7% of ELs were at the earliest stages of English language development (Beginning and Early Intermediate). Most students, 72%, were at the highest levels (Early Advanced and Advanced).

Performance Level	K	1	2	3	4	5	6	7	8	Total
Advanced	(0.0%)	25 (22.0%)	34 (25.0%)	29 (26.0%)	13 (19.0%)	10 (22.0%)	7 (13.0%)	17 (32.0%)	10 (28.0%)	145 (23.0%)
Early Advanced	***	58 (50.0%)	69 (50.0%)	49 (45.0%)	36 (51.0%)	24 (53.0%)	22 (42.0%)	30 (57.0%)	12 (33.0%)	303 (49.0%)
Intermediate	(0.0%)	29 (25.0%)	26 (19.0%)	23 (21.0%)	17 (24.0%)	9 (20.0%)	15 (28.0%)	5 (9.0%)	7 (19.0%)	131 (21.0%)
Early Intermediate	(0.0%)	2 (2.0%)	5 (4.0%)	7 (6.0%)	1 (1.0%)	1 (2.0%)	2 (4.0%)	1 (2.0%)	4 (11.0%)	23 (4.0%)
Beginning	(0.0%)	1 (1.0%)	4 (3.0%)	2 (2.0%)	3 (4.0%)	1 (2.0%)	7 (13.0%)	(0.0%)	3 (8.0%)	21 (3.0%)
Number Tested	***	115 (100.0%)	138 (100.0%)	110 (100.0%)	70 (100.0%)	45 (100.0%)	53 (100.0%)	53 (100.0%)	36 (100.0%)	623 (100.0%)

Source: DataQuest 2011-2012

**PROGRAM EFFECTIVENESS RESULTS
2011-2012 School Year**

Instructional Services

During the 2011-2012 school year, 11 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 English skills and Specifically Designed Academic Instruction in English (SDAIE) to make content specific information comprehensible. Because most students in FVSD are at the Intermediate, Early Advanced, and Advanced levels, they participated in the English Mainstream program (592 students) and received support through the use of SDAIE.

Instructional Setting/Services	Number of ELs	Percentage of ELs
English Mainstream	491	76.4%
Structured English Immersion	117	18.2%
Other Instructional Services	35	5.4%
Total EL Students Served	643	100%

Source: Aeries student database, March, 2012

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 2011-2012, 117 students were reclassified as Fluent English Proficient (R-FEP). This represented 15.5% of the EL student population.

Language Fluency (2011-12)	Number
Total Enrolled	6,345
Initial Fluent English Proficient (I-FEP)	61
Reclassified Fluent Proficient (R-FEP)	117
ELs (including R-FEPs)	756

Source: March R-30, 2012

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.

**PROGRAM EFFECTIVENESS RESULTS
2011-2012 School Year**

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 eligible 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) and if in third grade must also score at least 80% correct on FVSD ELA Benchmark tests. In prior years, FVSD ELA and writing benchmarks were included in the criteria for all grades. In 2011-2012 both were addressed by teacher committees and writing again in the 2012-2013 school year. They will be included in 2012-2013 criteria. In addition to achievement results, both the classroom teacher and parent must consent to reclassification. R-FEPs are included in EL numbers for two years while they are monitored to ensure continued success as the academic content becomes more challenging and rigorous. FVSD's reclassification rate for 2011-2012 was 18.3% which is likely higher than rates in Orange County and California.

Year	Number of R-FEPs	Number of ELs	FVSD Rate	Orange County Rate	California Rate
2011-2012	117	639	18.3%	Not yet available	
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, 2009-2012 and DataQuest 2008-2012

Profile of R-FEPs

During the 2011-2012 school year, 117 EL students were reclassified from LEP to R-FEP. 83% of these students met the goal and were reclassified within five years of enrollment in FVSD schools.

Language	Vietnamese	Spanish	Chinese	Korean	Other	Total	Percent
1 year	2					2	2%
2 years	3			1	3	7	6%
3 years	33	3	2	1	9	48	41%

**PROGRAM EFFECTIVENESS RESULTS
2011-2012 School Year**

Language	Vietnamese	Spanish	Chinese	Korean	Other	Total	Percent
4 years	19	1	2	0	1	23	20%
5 years	9	4			3	16	14%
6 years	2	2			1	5	4%
7 years	10		1			11	9%
8 years	3	1			1	5	4%
TOTAL	81	11	5	2	18	117	100%
Percent of 2011-2012 R-FEPs	69%	9%	4%	2%	15%	100%	

Source: Aeries student database, March 2012

Currently there are 786 students who have been reclassified as R-FEP at some point in their educational career. The vast majority (94%) were reclassified in their first five years in FVSD.

Language	Vietnamese	Spanish	Chinese	Korean	Other	Total	Percent
1 year	74	11	14	4	15	118	15%
2 years	86	10	11	4	16	127	16%
3 years	177	25	16	7	25	250	32%
4 years	106	15	11	2	17	151	19%
5 years	60	23	6	0	12	101	13%
6 years	11	6	1	0	2	20	3%
7 years	11	1	2	0	0	14	2%
8 years	3	1	0	0	1	5	1%
TOTAL	528	92	61	17	88	786	100%
Percent of R-FEPs	67%	12%	8%	2%	11%	100%	

Source: Aeries student database, March 2012

**PROGRAM EFFECTIVENESS RESULTS
2011-2012 School Year**

Title III Annual Measurable 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:

- ✓ Establish English language proficiency standards.
- ✓ Conduct an annual assessment of English language proficiency, CELDT.
- ✓ Define two Annual Measurable Achievement Objectives (AMAOS) to increase the percentage of ELs that develop English proficiency, AMAO 1 and AMAO 2.
- ✓ 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.
- ✓ Hold LEAs accountable to meet all three AMAOS (NCLB Section 3122).

AMAOS provide a global perspective and fail to offer insight into which specific individuals do not meet the objectives. As such additional, analysis was conducted. Please note, AMAO reports are provided by the California Department of Education and it is nearly impossible to match the population. Therefore, variations exist when results at the student level are scrutinized.

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.

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 56% in 2011-2012 and hits the maximum in 2013-2014 at 59%. In 2011-2012, FVSD exceeded the target with 79.1% of ELs meeting AMAO 1.

AMAO 1 – Percent of ELs Making Annual Progress in Learning English	
2011-2012	
Number of 2011 Annual CELDT Takers	623
Number/Percent with Required Prior CELDT Scores	623/100%
Number in Cohort Meeting Annual Growth Target	493
Percent Meeting AMAO 1 in LEA	79.1%
2011-2012 Target	56%
Met Target for AMAO 1	Yes

Source: DataQuest, 2011-2012

**PROGRAM EFFECTIVENESS RESULTS
2011-2012 School Year**

Further analysis was conducted to investigate the 20.9% that did not meet AMAO 1 and failed to demonstrate English language growth on the CELDT. Students who were in the early stages of English development (Beginning, Early Intermediate, and Intermediate) demonstrated far more difficulty improving at least one level than those at the higher levels (Early Advanced and Advanced). In fact, none of the 20 students at the Beginning level improved. When the information was drilled down further, 65% of the Beginners, 30% of the Early Intermediates, and 24% of the Intermediates also qualified for Special Education services. In contrast, only 10% of the Early Advanced and 6% of the Advanced students qualified for Special Education services.

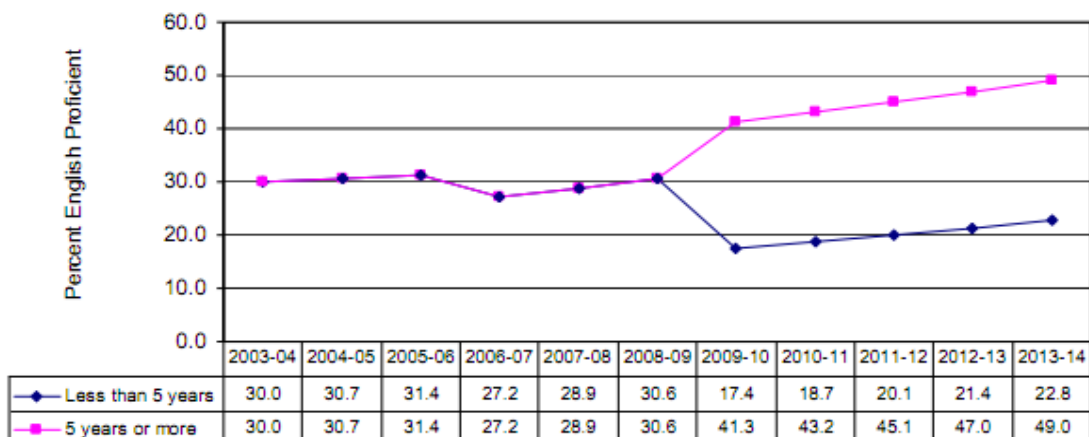
Prior Year CELDT Level	Number in Proficiency Level 11-12	Number Meeting Growth Target	% Meeting Growth Target
Beginning	20	0	0%
Early Intermediate	21	8	38.1%
Intermediate	126	47	37.3%
Early Adv. / Advanced: Not English Proficient	43	32	74.4%
Early Adv. / Advanced: English Proficient	390	366	93.8%
Total	600	453	76%

Source: Aeries student database, March 2012

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 2011-2012.

Figure 2. Targets for AMAO 2



PROGRAM EFFECTIVENESS RESULTS
2011-2012 School Year

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

Less than 5 Years Cohort

Number of 2011-12 English Learners in Cohort	597
Number in Cohort Attaining the English Proficient Level	312
Percent in Cohort Attaining the English Proficient Level	52.3%
2011-2012 Target	20.1%
Cohort Met Target	Yes

5 Years or More Cohort

Number of 2011-12 English Learners in Cohort	150
Number in Cohort Attaining the English Proficient Level	112
Percent in Cohort Attaining the English Proficient Level	74.7%
2011-2012 Target	45.1%
Cohort Met Target	Yes

Met Targets for AMAO 2 **Yes**

Source: DataQuest, 2011-2012

**PROGRAM EFFECTIVENESS RESULTS
2011-2012 School Year**

In an attempt to determine who did not meet AMAO 2 and attain English proficiency on the CELDT, further analysis was conducted. The chart below compares the length of time students have been in schools in the United States to their level of English proficiency. The chart following the time in United States drills down to the district level and compares the length of time students have been enrolled in FVSD schools to their level of English proficiency. An interesting observation is that students who have attended FVSD schools reach Early Advance/Advanced and are English Proficient at a faster rate than those who have attended U.S. schools the same length of time. In other words, students who have attended FVSD school three years or less have a 8% higher rate of reaching Early Advanced/Advanced and English Proficient in three years or less than those who attended U.S. schools the same length of time.

Length of Time in U.S. Schools	Number Percent	Early Advanced or Advanced English Proficient	Early Advanced or Advanced; Not English Proficient	Intermediate	Early Intermediate	Beginning	Total (by Time)
6 or more years	n=	105	3	23	6	7	144
	%	73%	2%	16%	4%	5%	20%
5 years	n=	49	2	21	1	3	76
	%	64%	3%	28%	1%	4%	10%
4 years	n=	70	2	20	5	2	99
	%	71%	2%	20%	5%	2%	14%
3 years or less	n=	165	37	120	48	44	414
	%	40%	9%	29%	12%	11%	56%
Total (by ELD level)	n=	389	44	184	60	56	733
	%	53%	6%	25%	8%	8%	

Source: Aeries student database, March 2012

Length of time in district	Number Percent	Early Advanced or Advanced English Proficient	Early Advanced or Advanced; Not English Proficient	Intermediate	Early Intermediate	Beginning	Total (by Time)
6 or more years	n=	85	3	21	6	7	122
	%	70%	2%	17%	5%	6%	17%
5 years	n=	34	2	20	1	1	58
	%	59%	3%	34%	2%	2%	8%
4 years	n=	54	2	18	5	3	82
	%	66%	2%	22%	6%	4%	11%
3 years or less	n=	216	37	125	48	45	471
	%	46%	8%	27%	10%	10%	64%
Total (by ELD level)	n=	389	44	184	60	56	733
	%	53%	6%	25%	8%	8%	

Source: Aeries student database, March 2012

**PROGRAM EFFECTIVENESS RESULTS
2011-2012 School Year**

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 California CST assessments (this is the same as the highly publicized AYP). Safe Harbor is one of the alternative methods for meeting the AYP targets and applies to the EL subgroup used for 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	95.0%	78.4%	79%

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

Source: DataQuest, 2011-2012

**PROGRAM EFFECTIVENESS RESULTS
2011-2012 School Year**

While we met AMAO 3 it is imperative that we drill down further to ensure students continue to meet this objective. In order to be eligible for reclassification, students must demonstrate Proficiency on the CELDT and score Proficient/Advanced on the CSTs. The majority of CEDLT Proficient students scored Proficient/Advanced on the CSTs in English/language arts (70%) and Math (72%).

ELA CST Performance	Number Percent	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Total (by CST)
		2	3	4	5	6	7	8	
Far Below Basic	n=	0	0	0	0	0	0	0	0
	%	0%	0%	0%	0%	0%	0%	0%	0%
Below Basic	n=	0	2	2	1	2	3	3	13
	%	0%	15%	15%	8%	15%	23%	23%	6%
Basic	n=	6	8	4	5	11	12	9	55
	%	11%	15%	7%	9%	20%	22%	16%	24%
Proficient	n=	25	20	12	7	7	11	3	85
	%	29%	24%	14%	8%	8%	13%	4%	37%
Advanced	n=	56	3	7	1	5	2	0	74
	%	76%	4%	9%	1%	7%	3%	0%	33%
Total (by grade)	n=	87	33	25	14	25	28	15	227
	%	38%	15%	11%	6%	11%	12%	7%	

Source: Aeries student database, March 2012

Math CST Performance	Number Percent	Grade	Grade	Grade	Grade	Grade	Grade	Grade 8	Grade 8	Total (by CST)
		2	3	4	5	6	7	Gen. Math	Algebra	
Far Below Basic	n=	0	0	0	0	0	0	0	0	0
	%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Below Basic	n=	0	1	3	2	4	4	3	0	17
	%	0%	6%	18%	12%	24%	24%	18%	0%	7%
Basic	n=	8	3	3	3	8	12	7	1	45
	%	18%	7%	7%	7%	18%	27%	16%	2%	20%
Proficient	n=	21	11	9	7	11	6	4	0	69
	%	30%	16%	13%	10%	16%	9%	6%	0%	30%
Advanced	n=	58	18	10	2	2	6	0	0	96
	%	60%	19%	10%	2%	2%	6%	0%	0%	42%
Total (by grade)	n=	87	33	25	14	25	28	14	1	227
	%	38%	15%	11%	6%	11%	12%	6%	0%	

Source: Aeries student database, March 2012

PROGRAM EFFECTIVENESS RESULTS
2011-2012 School Year

In contrast, the high level of performance that the CELDT Proficient students demonstrated on the CSTs is not matched by those at the Intermediate level. At the Intermediate level less than half of the students scored Proficient/Advanced on the CSTs in ELA (44%). In Math, their performance was better with 64% scoring Proficient/Advanced.

ELA CST Performance	Number Percent	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Total (by CST)
		2	3	4	5	6	7	8	
Far Below Basic	n=	1	1	0	0	2	0	0	4
	%	25%	25%	0%	0%	50%	0%	0%	4%
Below Basic	n=	0	1	3	1	2	1	3	11
	%	0%	9%	27%	9%	18%	9%	27%	10%
Basic	n=	10	13	8	4	5	2	4	46
	%	22%	28%	17%	9%	11%	4%	9%	43%
Proficient	n=	13	9	7	4	4	2	3	42
	%	31%	21%	17%	10%	10%	5%	0%	39%
Advanced	n=	3	0	0	0	2	0	0	5
	%	60%	0%	0%	0%	40%	0%	0%	5%
Total (by grade)	n=	27	24	18	9	15	5	10	108
	%	25%	22%	17%	8%	14%	5%	9%	

Source: Aeries student database, March 2012

Math CST Performance	Number Percent	Grade	Grade	Grade	Grade	Grade	Grade	Grade 8	Grade 8	Total (by CST)
		2	3	4	5	6	7	Gen. Math	Algebra	
Far Below Basic	n=	1	1	0	0	1	0	1	0	4
	%	25%	25%	0%	0%	25%	0%	25%	0%	4%
Below Basic	n=	0	2	2	1	3	2	2	0	12
	%	0%	17%	17%	8%	25%	17%	17%	0%	11%
Basic	n=	3	6	5	3	6	0	1	0	24
	%	13%	25%	21%	13%	25%	0%	4%	0%	22%
Proficient	n=	18	8	7	4	3	3	4	1	48
	%	38%	17%	15%	8%	6%	6%	8%	2%	44%
Advanced	n=	5	7	4	1	2	0	0	1	20
	%	25%	35%	20%	5%	10%	0%	0%	5%	19%
Total (by grade)	n=	27	24	18	9	15	5	8	2	108
	%	25%	22%	17%	8%	14%	5%	7%	2%	

Source: Aeries student database, March 2012

PROGRAM EFFECTIVENESS RESULTS 2011-2012 School Year

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 of the situation 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 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.

Survey Results

FSVD recognizes that demographic and achievement data only provide part of the picture. Without input from the individuals involved with the education of ELs it would be incomplete. As such, survey results are now included in the EL portion of the Program Effectiveness analysis.

Parent Survey Results

Paper surveys were sent home with ELs before the end of the 2011-2012 school year. Approximately half of the parents responded (320 out of 641). The results are broken down by school site. Results from sites with low EL populations, including Fulton, Newland, and Talbert should be viewed cautiously because the percentages are skewed. Even with skewed percentages, the vast majority of parents indicated their students' English skills improved this year and that they learned English quickly and efficiently. They also indicated that teachers and the district communicated with them about their child(ren)'s level of English. Information was also gleaned to assist with planning for the annual parent workshop.

2011-2012 ELAP PARENT SURVEY Results

Your child is identified as an English learner. The Fountain Valley School District is committed to providing a high quality education and wants your input. Please answer the following questions to let us know how we are doing to help your child's English language development.

		Cou	Cox	Ful	Gis	Mas	Moi	New	Oka	Pla	Tal	Tam
# of EL Students		48	146	22	41	81	51	10	34	97	15	96
# of Respondents		30	78	4	26	25	22	5	18	50	8	54
1. Has your child's understanding of English (speaking, listening, reading, and writing) improved this school year?	YES	100%	99%	100%	96%	100%	100%	100%	100%	98%	88%	100%
	NO		1%		4%					2%	12%	
2. Is your child learning English quickly and effectively?	YES	97%	92%	100%	92%	92%	90%	100%	94%	94%	100%	100%
	NO	3%	8%		8%	8%	10%		6%	6%		
3. Does your child's teacher communicate with you about how well your child is learning English (conferences, notes, telephone calls, emails)?	YES	96%	95%	75%	88%	91%	90%	80%	100%	98%	50%	94%
	NO	4%	5%	25%	12%	10%	10%	20%		2%	50%	6%

**PROGRAM EFFECTIVENESS RESULTS
2011-2012 School Year**

		Cou	Cox	Ful	Gis	Mas	Moi	New	Oka	Pla	Tal	Tam
# of EL Students		48	146	22	41	81	51	10	34	97	15	96
# of Respondents		30	78	4	26	25	22	5	18	50	8	54
4. Does the communication you receive from the District help you understand how well your child has mastered English?	YES	97%	96%	100%	85%	84%	95%	100%	94%	94%	100%	87%
	NO	3%	4%		15%	16%	5%		6%	6%		13%
5. Did you receive California English Language Development Test (CELDT) test scores for your child in September and February this year? (It details your child's English proficiency level – Beginning, Early Intermediate, Intermediate, Early Advanced, or Advanced)	YES	97%	96%	100%	100%	92%	100%	80%	100%	98%	100%	98%
	NO	3%	4%			8%		20%		2%		2%
6. Did you attend the workshop on February 29, 2012 at Plavan School?	YES	17%	14%	25%		16%	9%	20%	17%	22%		13%
	NO	83%	86%	75%	100%	84%	91%	80%	83%	78%	100%	87%
7. If not, please indicate the reason(s) why? SC = Schedule Conflict DNW - Did not want to attend WNA - Was not aware of the workshop	SC	19	53	2	21	12	15	3	8	30	6	36
	DNW	4	4	1	1	1	1		2	3	1	8
	WNA	3	10		4	9	6	1	5	7	1	5
8. If so, did you find the workshop worth your time? If your schedule permits do you plan to attend next year?	YES	18	54	2	16	19	14	3	10	34	2	34
	NO	1	3		2	1	1		1	6	2	2

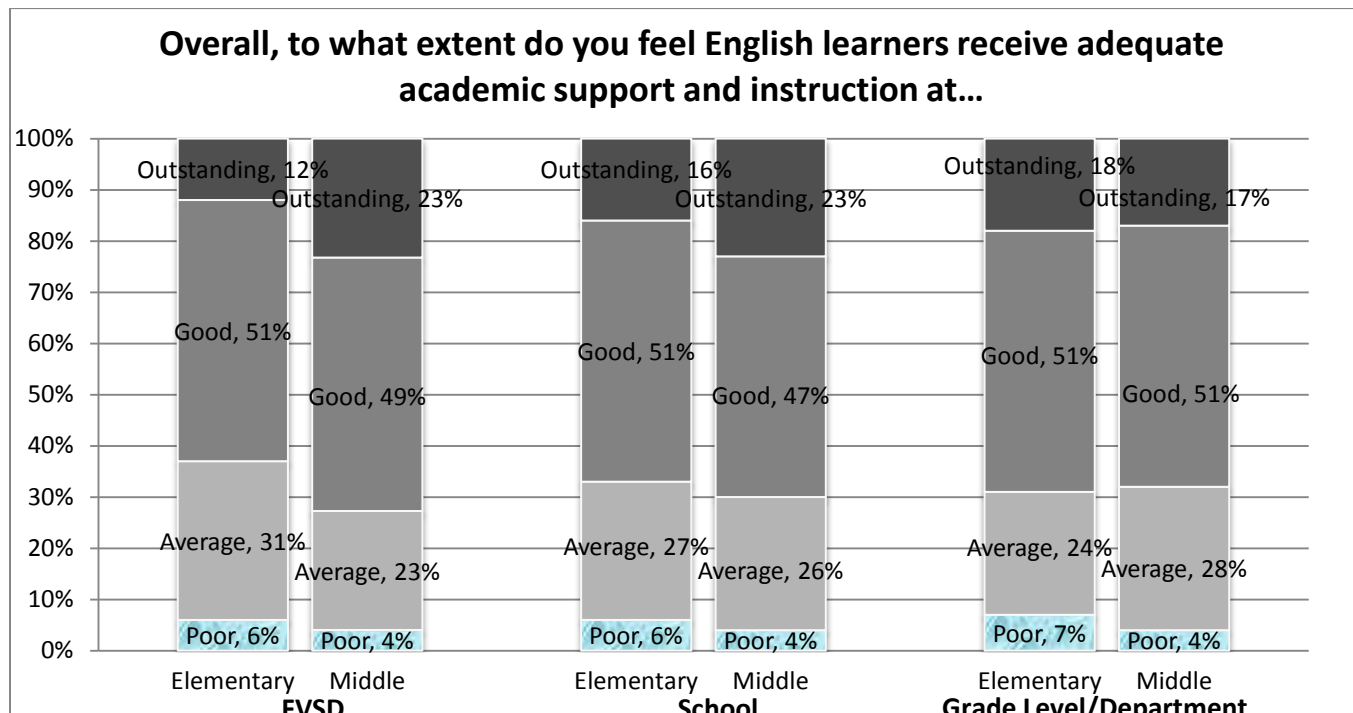
9. Check all the areas that you would like considered for next year's workshops:

Reading Strategies	13	55	1	15	15	15	3	10	27	4	33
Homework Help	13	48	3	6	12	14	1	6	28	4	20
Web sites	9	33		8	8	6		6	17	1	9
Building academic vocabulary	9	43	1	15	12	15	2	11	27	4	30
Reclassification process	4	17		4	4	2	1	1	10		9
State testing system (CELDT & CSTs)	5	31	1	7	8	11	3	3	17	2	22
Common Core State Standards initiative	3	19		3	3	2	2	2	7		7

PROGRAM EFFECTIVENESS RESULTS 2011-2012 School Year

Teacher Survey Results

Teachers were emailed a request to complete an online survey in Spring, 2012. The response rate was relatively high with 112 elementary (approximately 80%) and 47 middle school (approximately 60%) participants. Over half indicated ELs receive good/outstanding academic support and instruction in FVSD, at their school, and grade level/department.

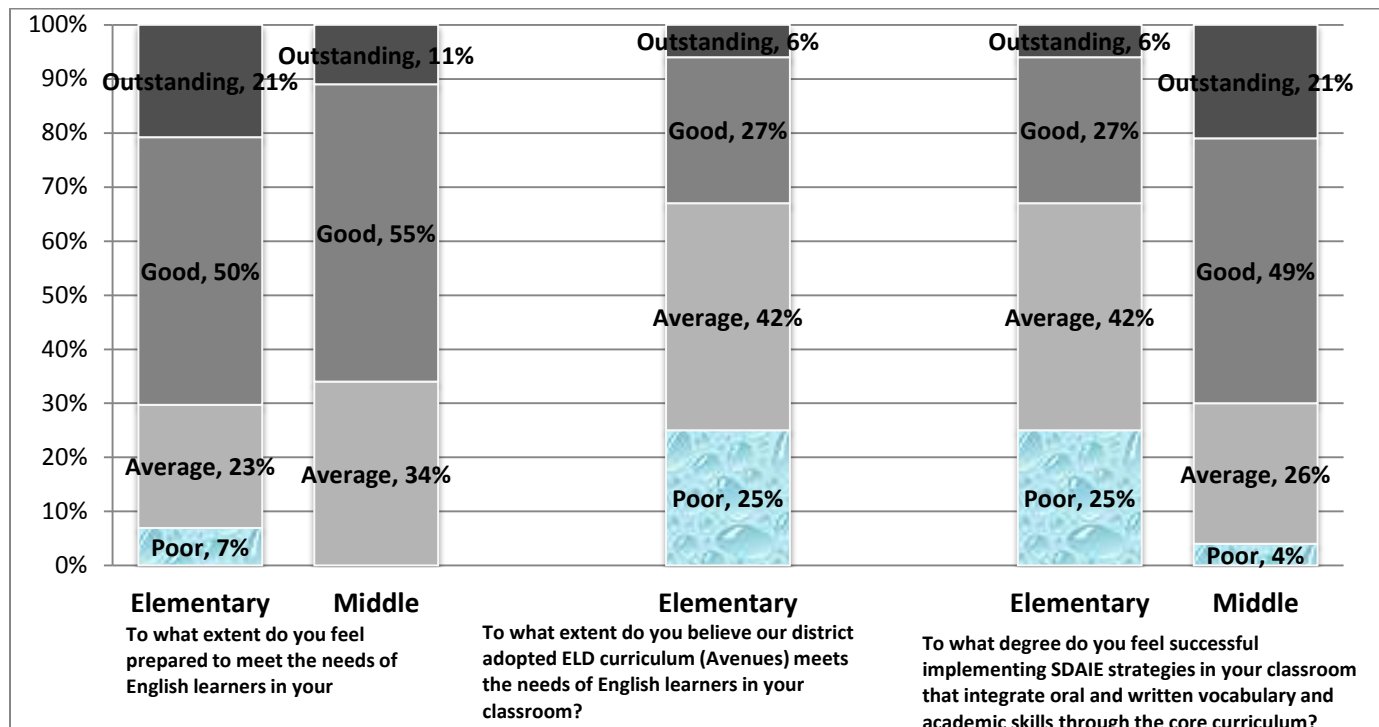


At the elementary level, 71% responded that they felt good or outstanding with regards to being prepared to meet the needs of ELs in their classrooms. However, good or outstanding was selected only 33% of the time when it came to the ability of the current district-adopted program *Avenues* to meet the needs of ELs. Overall, only 33% selected good or outstanding with regards to their success at implementation of SDAIE.

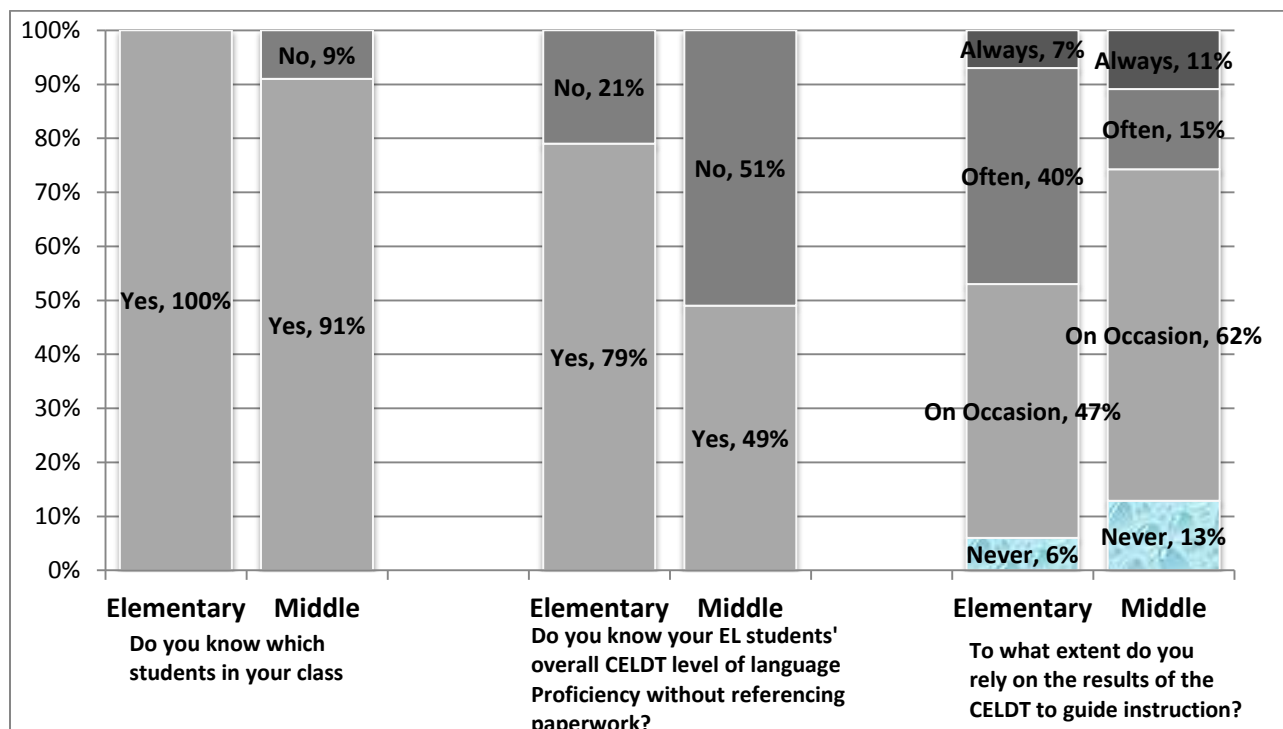
When it came to the middle schools, teachers responded in a more consistent manner, 66% selected good or outstanding with regards to how successful they felt at meeting the needs of the ELs in their classrooms and 70% selected good or outstanding with regards to implementation of SDAIE.

PROGRAM EFFECTIVENESS RESULTS

2011-2012 School Year



At the elementary level, 100% of the teachers knew which students were ELs and 79% knew their CELDT level without referencing paperwork. At the middle school level, 91% reported that they knew which of their students were ELs and 51% knew their CELDT level without referencing paperwork. More than half the time, CELDT results were occasionally or never used to guide instruction at both the elementary (53%) and middle school (75%) levels.



PROGRAM EFFECTIVENESS RESULTS

2011-2012 School Year

OBSERVATIONS AND RECOMMENDATIONS

In addition to the demographic information, achievement data, and survey results, input was sought from parents at the District English Language Advisory Committee (DELAC), teacher EL Coordinators from each site, and site and district administrators. Their observations and recommendations are reflected below.

- ▶ **Demographic**
 - ✓ Cox, Fulton, Masuda, Plavan, and Tamura are required to translate documents into Vietnamese and none are required to translate documents into Spanish.
 - ✓ Spanish interpretation and translation is still available. However, in the 2012-2013 school year it was reduced from 36 hours a week to 24 hours.
 - ✓ The closure of Moiola in June, 2012 resulted in the movement of ELs to other schools throughout the district and impacted bilingual tutor staffing.
 - ✓ Demographic changes resulted in bilingual tutor staffing adjustments to ensure parity between student needs and appropriate support.
 - ✓ In 2011-2012 an Arabic bilingual tutor was hired and split between three sites. In 2012-2013, the tutor was assigned to one site and an additional Arabic tutor was hired and split between two schools.
- ▶ **English Language Development**
 - ✓ The majority of ELs enroll in FVSD schools are in kindergarten. Support for late entry ELs, those that enter during second grade and beyond, needs to be addressed.
 - ✓ 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.
 - ✓ Collaboration with Support Services needs to be undertaken to determine the extent to which the current program supports ELs with special needs. A significant percent of students who did not improve at least one level on the CELDT qualified for special education.
- ▶ **Reclassification**
 - ✓ 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, 17% of ELs were not reclassified within this time frame.
 - ✓ Over the past four school years, 566 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 percentages over the last 10 administrations of CELDT. From 2002 to 2012, the median percentage was 17% (2012).
 - ✓ Continue to closely monitor reclassification rates. The percentage of reclassified Spanish ELs is lower than their representation in the EL group (18% compared to 9%). In contrast, the percentage of Vietnamese, Chinese, and Korean reclassified meets or exceeds their representation in the EL group (63% compared to 69%, 4% compared to 4%, and 2% compared to 1%).
 - ✓ Craft a strategy to address Spanish ELs' English language and academic needs.

PROGRAM EFFECTIVENESS RESULTS 2011-2012 School Year

- ▶ AMAOs
 - ✓ Continue to monitor AMAO 1 and AMAO 2.
 - ✓ While AMAO 3 has also been met each year, the likelihood of meeting it in the future is uncertain. During the 2011-2012 school year, 74.8% of ELs scored Proficient or Advanced in ELA and 78.2% did so in Math. In neither case were the targets met which were 78.4% in ELA and 79% in Math, but Safe Harbor was. Continued vigilance and strategies to address this situation will be included when the FVSD EL Plan is revised.
- ▶ Survey Findings
 - ✓ Elementary teachers expressed the lack of confidence in the district-adopted ELD program *Avenues*. Begin to research supplemental materials.
 - ✓ Additional professional development to improve implementation of SDAIE needs to be a priority.
 - ✓ Teachers most often reported using CELDT results to guide instruction on occasion or never. This is partly due to the logistics of the CELDT. It is administered in September and October however the results do not arrive from the State until January. In an attempt to rectify this, it was decided to hand-score and provide unofficial results to seven of ten schools. The tests from the three schools had already been sent to the State when the EL Coordinators identified a potential solution. However, because the scores were submitted early, the results arrived in December. The practice of hand scoring will be included in the annual survey to determine whether it had an impact.
- ▶ Additional Recommendations
 - ✓ Incorporate information from this analysis as well as research validated information to complete the FVSD EL Plan when it is revised in the 2013/2014 school year.
 - ✓ Continue to build knowledge of the new EL Standards and craft a plan to educate all staff on them.
 - ✓ 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.
 - ✓ 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

2011-2012 School Year

TITLE I 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/or whose parents have less than a high school diploma. Parents are not required to apply for the program so the true number of eligible students is never really known. Until the 2011-2012 school year only elementary students were served by Title I. In 2011-2012 the decision was made to serve both elementary and middle school students. As such, the school in each grade span with the highest percentage of free/reduced lunch participants was identified. For many years, the two elementary schools identified for Title I were Cox and Oka. For the 2011-2012 school year, the elementary school was Cox and new to the Title I program was Masuda Middle School. Oka no longer receives Title I funds. The same process was used to divide funds as had been done in prior years. 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. It is important to acknowledge that the students who receive services through the Title I program are not necessarily the ones who meet the Title I qualification criteria (participation in the free/reduced lunch program and/or parents with less than a high school diploma).

Historically, the bulk of Title I funds have been spent to support literacy and it was no different in 2011-2012. In 1997, the National Reading Panel was formed to review research on how individuals learn to read and determine which instructional methods were most effective. 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 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 the early elementary grades. 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 full time at Cox and an additional one split between Cox and Masuda) provide services to target students.

PROGRAM EFFECTIVENESS RESULTS

2011-2012 School Year

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 and paraprofessionals.

The purpose and goal of the FVSD Title I Reading Program is for each participant to close the gap between current performance and grade level expectations. For first grade through third grade students, an informal reading assessment is conducted which includes the Dynamic Indicator of Basic Early Literacy Skills (DIBELS). For second grade and above in addition to the informal reading assessment, the California Standards Tests (CSTs) scores in English/language arts (ELA) 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:

- ✓ Diagnose the possible cause(s) for the gap between performance and grade level expectations.
- ✓ Plan and implement specific strategies and activities to remediate the identified reading gaps.
- ✓ Assist students with mastery of grade-level achievement on the five reading components.
- ✓ 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.
- ✓ 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. In order to improve effectiveness, instructional group size is limited to approximately six students. There is not space to serve every eligible student, therefore, classroom teachers and Reading Clinicians work together to identify participants. Referrals are based on the criteria below and validated during the screening administered by the Reading Clinician:

Grade One:

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

Grade Two:

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

PROGRAM EFFECTIVENESS RESULTS

2011-2012 School Year

Grades Three Through Five:

- ✓ Child scored Far Below Basic, Below Basic, or Basic on California Standards Tests (CSTs) in English/language arts (ELA),
- ✓ Child received D or F in reading on the report card, and/or
- ✓ Child was recommended by last and/or current year teacher(s).

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

Evaluation of student progress: Progress is assessed when the student first enters the program and on a regular basis thereafter. It is formally reported to the teacher and parent(s) 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 during parent-teacher conferences and when a parent, the Reading Clinician, or classroom teacher deem it necessary.

Parent Involvement: FVSD recognizes and value the fact that parents are their child's first and most influential teachers. Continued parental involvement in their child's education contributes greatly to academic achievement. Parents are encouraged to:

- ✓ Attend the annual Title I information meeting,
- ✓ Meet with their child's teacher for all conference periods,
- ✓ Take an active part in their child's education, assisting with homework and organizational skills, 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 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.

PROGRAM EFFECTIVENESS RESULTS 2011-2012 School Year

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.
- 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 end of year benchmark cut scores on DIBELS (depends on trimester). Historically, if Title I students are dismissed earlier they are referred again in subsequent grades. 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 they 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 all 200 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.

Outcome 4

Decoding instruction and comprehension strategies are key components for older participants in the Title I Reading Program.

**PROGRAM EFFECTIVENESS RESULTS
2011-2012 School Year**

Recommendation:

Continue to teach the CAFE reading components – comprehension, accuracy, fluency, and expand vocabulary.

Program Results

In FVSD, the majority of students who participate in the Title I program are in first or second grade. Because second grade is the first time students participate in State standardized testing (CSTs), the informal assessment DIBELS is the primary tool to determine effectiveness for first grade. DIBELS is intended to measure reading fluency and accuracy. For first through third grade students, the Title I evaluation includes a single year’s reporting of DIBELS. Scores are grouped into three levels – Benchmark, Tier 1, and Tier 2. Benchmark scores are the target for all students. Tier 1 indicates the student requires some assistance to meet grade level targets whereas Tier 2 indicates the student needs a significant amount of assistance. Please note, it is possible for students to make growth and not move from one level to the next.

Due to State and Federal mandates with regards to Annual Yearly Progress (AYP), CSTs are also used to evaluate progress with older students. They provide consistent assessment results for second and beyond which can easily be used to compare to the student population at large.

Dynamic Indicator of Basic Early Literacy Skills (DIBELS)

First Grade

First grade DIBELS results were mixed. On the Phoneme Segmentation Fluency portion of the assessment, 97% of first graders improved at least one level with only one student remaining in the Tier 2 level. Improvement on the Nonsense Word Fluency assessment was minimal. Only 4 of the 33 students moved into the Tier 1 level (12%) and none reached the Benchmark level. The Oral Reading Fluency results were mixed. By the third trimester approximately half (48%) met the end of year benchmark with a third (39%) remaining at the Tier 2 level.

First Grade				
DIBELS Measures		Number and Percent of Benchmark Scores		
		Trimester 1	Trimester 2	Trimester 3
Phoneme Segmentation Fluency (PSF)	Benchmark	18/33 (55%)	31/33 (94%)	32/33 (97%)
	Tier 1	15/33 (45%)	2/33 (6%)	0/33 (0%)
	Tier 2	0/33 (0%)	0/33 (0%)	1/33 (3%)
Nonsense Word Fluency (NWF)	Benchmark	0/33 (0%)	0/33 (0%)	0/33 (0%)
	Tier 1	0/33 (0%)	1/33 (3%)	4/33 (12%)
	Tier 2	33/33 (100%)	32/33 (97%)	29/33 (88%)
Oral Reading Fluency (ORF)	Benchmark	0/33 (0%)	0/33 (0%)	16/33 (48%)
	Tier 1	13/33 (39%)	8/33 (24%)	4/33 (12%)
	Tier 2	20/33 (61%)	25/33 (76%)	13/33 (39%)

Source: Aeries student database, June 2012

**PROGRAM EFFECTIVENESS RESULTS
2011-2012 School Year**

Second Grade

Second grade DIBELS results demonstrate some student progress. The percent of students demonstrating performance at the Tier 2 level dropped from 85% in Trimester 1 to 15% in Trimester 3. Of greatest concern is that very few students reached Benchmark levels. One student was Benchmark in Trimester 1 and four were Benchmark in Trimester 3.

Second Grade				
DIBELS Measures		Number and Percent of Benchmark Scores		
		Trimester 1	Trimester 2	Trimester 3
Oral Reading Fluency (ORF)	Benchmark	1/26 (4%)	1/26 (4%)	4/26 (15%)
	Tier 1	3/26 (12%)	9/26 (35%)	18/26 (69%)
	Tier 2	22/26 (85%)	16/26 (62%)	4/26 (15%)

Source: Aeries student database, March 2012

Third Grade

Third grade DIBELS results were inconsistent. The percent of students demonstrating performance at the Tier 1 level increased over time from 33% to 52%. The problem is that some students improved and moved into Tier 1 from Tier 2 and others performed worse and dropped from Benchmark to Tier 1. As seen from the results below, students demonstrated a decrease in DIBELS scores at the Benchmark level with a high of 48% in Trimester 1 and a lower percentage in Trimester 3 of 37%. The percentage of students in Tier 2 decreased from 19% in Trimester 1 to 11% in the third trimester.

Third Grade				
DIBELS Measures		Number and Percent of Benchmark Scores		
		Trimester 1	Trimester 2	Trimester 3
Oral Reading Fluency (ORF)	Benchmark	13/27 (48%)	8/27 (30%)	10/27 (37%)
	Tier 1	9/27 (33%)	13/27 (48%)	14/27 (52%)
	Tier 2	5/27 (19%)	6/27 (22%)	3/27 (11%)

Source: Aeries student database, March 2012

California Standards Tests (CSTs)

One of the evaluation tools used to determine program effectiveness for second through eighth grade is the CSTs in English/language arts (ELA). Because the CSTs are not administered until second grade, longitudinal evaluation of the academic growth of Title I Reading Program participants who are identified in first and second grade is more difficult. When a second grade student who participated in Title I Reading Program as a first or second grader scores Basic on the CST for ELA it is difficult to determine the extent to which the student benefitted from the program. Without the Title I Reading Program the student may have scored the same or higher (Basic, Proficient, or Advanced) or done more poorly (Below Basic or Far Below Basic) but because there is

**PROGRAM EFFECTIVENESS RESULTS
2011-2012 School Year**

not a pretest, causality is impossible to identify. The more reliable and valid tool would be one that was used to determine eligibility and administered consistently across grade levels. Starting in the 2012-2013 school year, DIBELS Next will be administered to all Kindergarten through fifth grade students. The test is also available for sixth grade but in FVSD is not used.

During the 2011-2012 school year there were 130 students who participated in the Title I Reading Program. Because 34 were first graders, 96 took the CSTs. The majority scored Proficient or Advanced (62%) and none scored Far Below Basic.

CST ELA 2012 Number at Each Level (Percent)	
Advanced	13 (14%)
Proficient	46 (48%)
Basic	28 (29%)
Below Basic	9 (9%)
Far Below Basic	0 (0%)

Source: Aeries student database, March 2012

When the results were broken down by grade level, second and eighth graders demonstrated the lowest levels of Proficient and Advanced scores. It should be noted there were no fifth grade participants. In addition, middle school grade level groups are small and therefore should not be generalized. One key observation is that in none of the grades did participants meet the State Proficiency target of 78.4%. Seventh grade came close with 75% scoring Proficient or Advanced.

CST ELA Level	Grade 2		Grade 3		Grade 4		Grade 6		Grade 7		Grade 8	
	#	%	#	%	#	%	#	%	#	%	#	%
Advanced	3	12%	2	7%	7	44%	1	10%	0	0%	0	0%
Proficient	12	46%	15	56%	4	25%	5	50%	6	75%	4	44%
Basic	9	35%	6	22%	5	31%	2	20%	1	13%	5	55%
Below Basic	2	8%	4	15%	0	0%	2	20%	1	13%	0	0%
Far Below Basic	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Total	26		27		16		10		8		9	

Source: Aeries student database, March 2012

An additional analysis was performed to determine effectiveness over time. All third through eighth grade students who were enrolled in a FVSD school in 2011-2012 and ever participated in the Title I program at Cox or Oka were included regardless of current school enrollment. Participants who qualified for special education were then excluded resulting in a sample size of 383 students. CST score bands (Advanced, Proficient, Basic, Below Basic, Far Below Basic) were extracted and the first available CST score band was compared to the most recent score band. The majority of the time the first available score was second grade. The two bands were compared in an

PROGRAM EFFECTIVENESS RESULTS
2011-2012 School Year

attempt to determine whether students improved over time as measured by the ELA CSTs. This analysis did not determine whether the improvement or decline resulted in Proficient or Advanced scores. The majority of students (63%) demonstrated either no improvement (44%) or dropped one level (17%). Almost one third (31%) improved one level and 6% improved two levels. Improvement occurred at the highest levels at fourth grade (63%). In no other grade did the percent of participants who improved exceed 40%. The lowest levels of improvement occurred at fifth (18%) and sixth (26%) grades.

CST Band Change	Number (Percent) of Students at Each Grade Level						Total CST Band Change
	8th	7th	6th	5th	4th	3 rd	
-3	0	0	0	1 (2%)	0	0	1 (0%)
-2	0	1 (1%)	0	4 (6%)	0	2 (3%)	7 (2%)
-1	6 (18%)	9 (12%)	22 (25%)	18 (29%)	2 (3%)	9 (15%)	66 (17%)
0	17 (50%)	39 (53%)	43 (49%)	29 (46%)	16 (25%)	25 (42%)	169 (44%)
1	11 (32%)	21 (29%)	23 (26%)	10 (16%)	33 (51%)	19 (32%)	117 (31%)
2	0	3 (4%)	0	1 (2%)	14 (22%)	5 (8%)	23 (6%)
3	0	0	0	0	0	0	0
Total at Each Grade Level	34	73	88	63	65	60	383 (100%)

Source: Aeries student database, March 2012

As reported at the beginning of this section Title I support is based on the percent of students who apply and qualify for the Federal free/reduced lunch program and/or whose parents have less than a high school diploma. State and Federal accountability mandates, label this subgroup socio-economically disadvantaged (SED). Between Cox and Masuda, there were 507 students who met the criteria for the SED subgroup. Of the 507 participants, 63 participated in the Title I Reading Clinic program. Within the SED subgroup 444 had Spring 2012 CST ELA scores (kindergarten and first graders do not take the CSTs) and within the Title I group, 51 had scores. Due to the size of the subgroups, at both schools the SED group is expected to meet or exceed the proficiency target of 78.4%. The combined SED subgroup missed the target with 72% scoring Proficient or Advanced. However, when compared to the Title I group the SED subgroup scored higher by 10% with 62% of Title I participants scoring Proficient or Advanced. Students who were in the SED subgroup and participated in the Title I program had the lowest percent of Proficient and Advanced scores (59%).

Spring, 2012 ELA CST Proficiency Levels	Number (Percent) of Students at Each Level		
	SED	Title I	SED & Title I
Advanced	149 (34%)	13 (14%)	5 (10%)
Proficient	167 (38%)	46 (48%)	25 (49%)
Basic	89 (20%)	28 (29%)	15 (29%)
Below Basic	29 (7%)	9 (9%)	6 (12%)
Far Below Basic	10 (2%)	0	0
Total	444 (51 Title I)	96 (51 SED)	51

Source: Aeries student database, March 2012

**PROGRAM EFFECTIVENESS RESULTS
2011-2012 School Year**

Survey Results

FSVD values input from parents and makes it a priority to include their perspectives in the evaluation of the Title I program. The inclusion of their voices adds to the achievement data to provide a more complete picture. Parents are informed that their responses are confidential, anonymous, and necessary in the development of a program that meets the needs of students, parents, and staff.

Parent Survey Results

Paper surveys were sent home with students in Spring, 2012. At Cox, 78 surveys were returned and at Masuda 23. This represents input from 78% of the 130 participants' parent(s)/guardian(s). Parents are overwhelmingly very satisfied or satisfied (97% of parents at Cox and 95% at Masuda) with the quality of reading instruction. Parents also overwhelmingly indicated they were very satisfied or satisfied (93% at Cox and 91% at Masuda) with the academic standards and expectations.

Title I Parent Survey 2011/2012

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	
	Cox	Masuda	Cox	Masuda	Cox	Masuda	Cox	Masuda
Quality of instruction for reading	48 (65%)	14 (67%)	24 (32%)	6 (29%)	2 (3%)	0 (0%)	0 (0%)	1 (5%)
Quality of instruction for math	31 (43%)	9 (50%)	33 (46%)	7 (39%)	8 (11%)	2 (11%)	0 (0%)	0 (0%)
Materials to support the curriculum such as classroom materials, library, etc.	39 (52%)	12 (57%)	33 (44%)	8 (38%)	2 (3%)	0 (0%)	1 (1%)	1 (5%)
Use of computers and other technology	45 (60%)	11 (52%)	26 (35%)	7 (33%)	4 (5%)	3 (14%)	0 (0%)	0 (0%)
Academic standards and expectations	40 (54%)	11 (52%)	29 (39%)	8 (38%)	5 (7%)	2 (10%)	0 (0%)	0 (0%)

**PROGRAM EFFECTIVENESS RESULTS
2011-2012 School Year**

With regards to parent involvement, parents indicated high levels of satisfaction. The vast majority of respondents at both schools indicated they were very satisfied or satisfied (96% at Cox and 85% at Masuda) with the school communication regarding their child's academic progress. Parents also were pleased with the frequency of communication with the classroom teacher. At Cox 93% were very satisfied or satisfied and at Masuda 74%. Parents also indicated they were very satisfied or satisfied (95% at Cox and 85% at Masuda) with the opportunities for parent involvement.

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	
	Cox	Masuda	Cox	Masuda	Cox	Masuda	Cox	Masuda
The school communicates regularly regarding my child's academic progress, and it is easy to understand.	44 (59%)	10 (50%)	27 (36%)	7 (35%)	3 (4%)	3 (15%)	0 (0%)	0 (0%)
Accessibility of teachers and openness to parents	49 (63%)	8 (44%)	24 (31%)	9 (50%)	5 (7%)	0 (0%)	0 (0%)	1 (6%)
Opportunities available for parent participation	43 (58%)	9 (45%)	27 (36%)	8 (40%)	3 (4%)	3 (15%)	1 (1%)	0 (0%)
The school assists me in understanding the course content, achievement, and tests that my child takes.	39 (53%)	7 (37%)	29 (39%)	9 (47%)	5 (7%)	3 (16%)	1 (1%)	0 (0%)
Frequent communication with my child's teacher	45 (60%)	6 (32%)	25 (33%)	8 (42%)	3 (4%)	3 (16%)	2 (3%)	2 (11%)

Parents consistently reported that the school their child(ren) attends is safe. Parents by a significant majority strongly agree or agree (90% at Cox and 97% at Masuda) that there are high standards for conduct at the school. They also overwhelmingly strongly agree or agree that the school is safe for students and staff (97% at Cox and 100%) at Masuda.

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	
	Cox	Masuda	Cox	Masuda	Cox	Masuda	Cox	Masuda
There are high standards for student conduct at the school.	41 (62%)	13 (57%)	25 (38%)	9 (39%)	0 (0%)	1 (5%)	0 (0%)	0 (0%)
The facilities are clean and inviting.	42 (58%)	11 (48%)	30 (41%)	9 (39%)	0 (0%)	2 (9%)	1 (1%)	1 (4%)
The school has security procedures that are consistently followed	36 (51%)	13 (59%)	32 (45%)	7 (32%)	1 (1%)	0 (0%)	2 (3%)	2 (9%)
The school is safe for students and staff.	42 (58%)	13 (62%)	28 (39%)	8 (38%)	1 (1%)	0 (0%)	1 (1%)	0 (0%)

PROGRAM EFFECTIVENESS RESULTS 2011-2012 School Year

At the elementary level parents about half (53%) reported that their child spent more than one hour each night to complete their homework. In contrast, 86% of parents at the middle school level reported this. Most students at both levels were able to complete their homework with little support from their parents (73% at Cox and 86% at Masuda).

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	
	Cox	Masuda	Cox	Masuda
Would you be willing to volunteer at school?	55 (75%)	11 (52%)	18 (25%)	10 (48%)
Does your child spend more than one hour per night on homework?	37 (53%)	18 (86%)	33 (47%)	3 (14%)
Is your child able to complete the homework with little support from you?	52 (73%)	18 (86%)	19 (27%)	3 (14%)
Would you like to have more parent training?	26 (37%)	4 (19%)	45 (63%)	17 (81%)
Would you support your child during the summer with summer learning materials?	70 (97%)	18 (90%)	2 (3%)	2 (10%)

OBSERVATIONS AND RECOMMENDATIONS

- ▶ **DIBELS**
 - ✓ Based on recommendations in the 2010/2011 year, benchmark cut-points were adjusted up in 2011/2012. In the 2012/2013 school year, FVSD transitioned from DIBELS to DIBELS Next. This resulted in score adjustments similar to what was done in 2011/2012. The DIBELS Next protocols and tests were improved. In addition, DIBELS Next will be administered to all kindergarten through fifth grade students.
- ✓ **First Grade**
 - Most students demonstrated growth in DIBELS Phoneme Segmentation Fluency (phonemic awareness).
 - Little to no growth was evident in DIBELS Nonsense Word Fluency (phonics).
 - Some growth was demonstrated on the DIBELS Oral Reading Fluency portion (fluency). However less than half met benchmark criteria.
- ✓ **Second Grade**
 - Most student growth resulted in movement from Tier 2 to Tier 1 on the DIBELS Oral Reading Fluency portion (fluency). However only 15% met benchmark criteria.
- ✓ **Third Grade**
 - Student improvement was evident in movement from Tier 2 to Tier 1 on the DIBELS Oral Reading Fluency portion (fluency). However, over time students did worse with fewer students scoring Benchmark on the third administration compared to the first.
- ▶ **CSTs**
 - ✓ Continue to use CSTs to monitor student achievement in higher grades.
 - ✓ Continue to use CSTs as one measure to analyze longitudinal growth.
- ✓ **Second Grade**
 - A little over half (58%) of the students scored Proficient or Advanced on the CSTs in ELA.

PROGRAM EFFECTIVENESS RESULTS

2011-2012 School Year

- ✓ Third Grade
 - Over half (63%) of the students scored Proficient or Advanced on the CSTs in ELA.
- ✓ Fourth Grade
 - Over half (66%) of the students scored Proficient or Advanced on the CSTs in ELA.
- ✓ Fifth Grade
 - There were no fifth grade participants.
- ✓ Sixth Grade
 - Over half (60%) of the students scored Proficient or Advanced on the CSTs in ELA.
- ✓ Seventh Grade
 - The largest group of Title I students (75%) scored Proficient or Advanced on the CSTs in ELA.
- ✓ Eighth Grade
 - Less than half (44%) of the students scored Proficient or Advanced on the CSTs in ELA.
- ✓ Evidence of the longitudinal impact of the Title I Reading Program was inconclusive with 63% of participants either remaining at the same level or decreasing one level when their first year of CSTs were compared to their most recent scores.
 - ▶ Survey Findings
 - ✓ Parents overwhelmingly reported very satisfied/satisfied and strongly agree/agree when it came to the quality of the academic program, parent involvement, and school environment.
 - ✓ Parents indicated they did not want more parent training.
 - ▶ Additional Recommendations
 - ✓ Incorporate information from this analysis with research to make changes for the following school year.
 - ✓ Continue to use the Title I program as an intervention before a student is referred to the Student Study Team.
 - ✓ Research ways to support students in other content areas besides reading.
 - ✓ Continue to explore ways to meet the needs of students who qualify for Title I services.

2012/2013

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: January 31, 2013
Subject: **Non-Public Agency Contract Addendums**

Board Meeting Date: February 28, 2013

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

Student's Name	Non-Public School/Agency	100% Contract/ Addendum	Effective Dates
605232-2038	Cornerstone Therapies	650.00	January 23, 2013 to June 30, 2013

Approved by the FVSD Board of Trustees
February 28, 2013

Marc Ecker, Ph.D.
Superintendent

2012/2013

HBUHSD Contract No. 2038
Please refer to this number on correspondence, invoices, etc.

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

This ADDENDUM to the SERVICE CONTRACT is made and entered into this 28th of February, 2013 between the Fountain Valley School District, County of Orange and Cornerstone Therapies for (Local Education Agency) (Nonpublic School or Agency)
605232-2038 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 - 2012-07-01 to 2013-06-30

SERVICES AS PROVIDED IN ORIGINAL CONTRACT	Provider Type	Per Session Total	Cost Per Session	Maximum No. Sessions	Total Original Cost
1. Physical Therapy - Clinic (1x30min/wk)	NPA	60 Minutes	85.00	20.00	1,700.00
TOTAL ORIGINAL CONTRACT COST					1,700.00

ADDENDUM CONTRACT - January 23, 2013 to June 30, 2013

SERVICES ADDED BY THIS ADDENDUM	Provider Type	Per Session Total	Cost Per Session	Maximum No. Sessions	Total Addendum Cost
2. Assessments/Testing/Evaluationsn (RATE 1) (PT)	NPA	60 Minutes	112.50	2.00	225.00
3. Assessments/Testing/Evaluationsn (RATE 2) (PT)	NPA	60 Minutes	85.00	5.00	425.00
TOTAL ADDENDUM CONTRACT COST					650.00

AMENDED CONTRACT

SERVICES AS PROVIDED IN AMENDED CONTRACT	Provider Type	Per Session Total	Cost Per Session	Maximum No. Sessions	Total Amended Cost
1. Physical Therapy - Clinic (1x30min/wk)	NPA	60 Minutes	85.00	20.00	1,700.00
2. Assessments/Testing/Evaluationsn (RATE 1) (PT)	NPA	60 Minutes	112.50	2.00	225.00
3. Assessments/Testing/Evaluationsn (RATE 2) (PT)	NPA	60 Minutes	85.00	5.00	425.00
TOTAL AMENDED CONTRACT COST					2,350.00

This AMENDED Service shall begin on January 23, 2013 and shall terminate at 5:00 p.m. on June 30, 2013 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

2012/2013

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: February 12, 2013
Subject: **Non-Public Agency Contracts**

Board Meeting Date: February 28, 2013

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
850094-2284	Sylvia Mende, Psy.D.	12,000.00	February 13, 2013 to June 30, 2013
714454-2285	Sylvia Mende, Psy.D.	3,500.00	January 31, 2013 to June 30, 2013
376014-2286	The Institute for Child and Family Development	3,225.00	January 11, 2013 to June 30, 2013

Approved by the FVSD Board of Trustees
February 28, 2013

Marc Ecker, Ph.D.
Superintendent