



Fountain Valley School District

BOARD OF TRUSTEES  
REGULAR MEETING

AGENDA

Board Room  
10055 Slater Avenue  
Fountain Valley, CA

March 13, 2014

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

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

- PUBLIC COMMENTS

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

- CLOSED SESSION

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

- Personnel Matters: *Government Code 54957 and 54957.1*  
Appointment/Assignment/Promotion of employees; employee discipline/dismissal/release; evaluation of employee performance; complaints/charges against an employee; other personnel matters.
- Negotiations: *Government Code 54957.6*  
Update and review of negotiations with the FVEA and CSEA Bargaining Units with the Board's designated representative, Cathie Abdel.
- Public Employee Performance Evaluation: *Government Code Section 54957 & 54957.1*  
The board will meet in closed session to discuss the annual performance evaluation of the superintendent.
- PLEDGE OF ALLEGIANCE will be led by Boy Scout Troop 455

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

**SPECIAL PRESENTATIONS****1. RECOGNITION OF COURREGES 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 Courreges School.

**2. RECOGNITION OF COURREGES 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 Courreges School, the Board shall recognize and thank Sarah Svartstrom, Erin Volz and Trish Rintoul.

**STAFF REPORTS AND PRESENTATIONS****3. SECOND INTERIM REPORT PRESENTATION (WRITTEN AND ORAL)**

Assistant Superintendent, Business, Chris Fullerton and Director, Fiscal Services, Scott Martin will present and review with the Board of Trustees the Second Interim Report for the Fountain Valley School District.

**PUBLIC HEARINGS****4. PUBLIC HEARING ON INITIAL CONTRACT PROPOSAL BETWEEN FVSD AND CSEA, CHAPTER 358 FOR 2014-15**

The Board of Trustees will hold a public hearing for the purpose of receiving public comment on the initial contract proposal between the Fountain Valley School District and the California School Employees' Association, Chapter 358. Public input is welcomed.

**BOARD REPORTS AND COMMUNICATIONS**

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

**PUBLIC COMMENTS**

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

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

**LEGISLATIVE SESSION**

**5. 2014 CSBA DELEGATE ASSEMBLY ELECTION – REGION 15**

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

The Board of Trustees may vote for up to eight candidates for the 2014 CSBA Delegate Assembly Election – Region 15.

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

**6. APPROVAL OF 2013-14 SECOND INTERIM REPORT**

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

School districts are required to complete two interim financial reports during a fiscal year, the first as of October 31 and second as of January 31. The Interim Reports are filed with the County Department of Education and the State Controller’s Office. School districts must conduct a review of their interim reports in accordance with state-adopted Criteria and Standards.

Superintendent’s Recommendation: It is recommended that the Board of Trustees approves the 2013-14 Second Interim Report.

**7. 2012-13 PROGRAM EFFECTIVENESS RESULTS**

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

Attached is the Program Effectiveness Results document for the 2012-2013 school year. 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.

Superintendent’s Recommendation: It is recommended that the 2012-2013 Program Effectiveness Results be approved by the Board of Trustees.

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

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

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

request specific items to be discussed and/or removed from the Consent Calendar.

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

#### **Routine Items of Business**

- 8-A.** Board Meeting Minutes from February 6<sup>th</sup> regular meeting
- 8-B.** Personnel Items (Employment Functions, Workshops/Conferences, and Consultants)
- 8-C.** Donations
- 8-D.** Warrants
- 8-E.** Purchase Order Listing
- 8-F.** Budget Adjustments

#### **Consent Items**

##### **8-G. AGREEMENT FOR DISTRICT PARTICIPATION IN THE TWILIGHT EDUCATION PROJECT**

Superintendent's Comments: It is recommended that the Board of Trustees approves the agreement for District participation in the Twilight Education Project.

##### **8-H. RECEIPT OF CALIFORNIA SCHOOL EMPLOYEES' ASSOCIATION, CHAPTER 358 INITIAL PROPOSAL FOR 2014-15**

Superintendent's Comments: It is recommended that the Board of Trustees receives the 2014-15 initial contract proposals of the California School Employees' Association, Chapter 358.

##### **8-I. PRESENTATION OF FOUNTAIN VALLEY SCHOOL DISTRICT'S 2014-15 INITIAL PROPOSAL TO CALIFORNIA SCHOOL EMPLOYEES' ASSOCIATION, CHAPTER 358**

Superintendent's Comments: It is recommended that the Board of Trustees approves the 2014-15 initial contract proposals of the Fountain Valley School District to California School Employees' Association, Chapter 358.

##### **8-J. APPROVAL OF ORANGE COUNTY DEPARTMENT OF EDUCATION AS SERVICE PROVIDER UNDER E-RATE: AGREEMENT #39035 – AMENDMENT 1: INTRANET NETWORK SUPPORT SERVICES AGREEMENT**

Superintendent's Comments: It is recommended that the Board of Trustees approves Agreement Number 39035 – Amendment 1, "Intranet Network Support Services Agreement," with the Orange County Department of Education for services to begin July 1, 2013 and end on June 30, 2014.

##### **8-K. APPROVAL OF ORANGE COUNTY DEPARTMENT OF EDUCATION AS SERVICE PROVIDER UNDER E-RATE: AGREEMENT #39056 –**

**AMENDMENT 1: INTERNET NETWORK SUPPORT SERVICES AGREEMENT**

Superintendent's Comments: It is recommended that the Board approve Agreement Number 39056 – Amendment 1, “Internet Network Support Services Agreement,” with the Orange County Department of Education for services to begin July 1, 2013 and end on June 30, 2014.

**8-L. APPROVAL OF ORANGE COUNTY DEPARTMENT OF EDUCATION AS SERVICE PROVIDER UNDER E-RATE: AGREEMENT #40342 – INTERNET ACCESS AGREEMENT**

Superintendent's Comments: It is recommended that the Board approve Agreement Number 40342, “Internet Access Agreement,” with the Orange County Department of Education for services to begin July 1, 2014 and end on June 30, 2015.

**8-M. AMERICAN LANGUAGE SERVICES**

Superintendent's Comments: It is recommended that the Board of Trustees approves the contract with American Language Services for March 1, 2014 through June 30, 2014 and authorize the Superintendent or designee to sign all documents.

**8-N. EDGE OF TOWN PRODUCTIONS, LLC**

Superintendent's Comments: It is recommended that the Board of Trustees approves the contract with Edge of Town Productions, LLC for December 1, 2013 through June 30, 2014 and authorize the Superintendent or designee to sign all documents.

**8-O. APPROVAL OF THE 2014 SPECIAL EDUCATION EXTENDED SCHOOL YEAR PROGRAM**

Superintendent's Comments: It is recommended that the Board of Trustees approves the Extended School Year Program and August Program at Newland Elementary School.

**8-P. LIFESIGNS**

Superintendent's Comments: It is recommended that the Board of Trustees approves the contract with Lifesigns for March 1, 2014 through June 30, 2014 and authorize the Superintendent or designee to sign all documents.

**8-Q. 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	\$960	7/1/2013-6/30/2014
Cornerstone Therapies	\$960	1/21/2014-6/30/2014
Cornerstone Therapies	\$795	10/1/2013-6/30/2014
Cornerstone Therapies	\$960	7/1/2013-6/30/2014
Cornerstone Therapies	\$960	2/20/2014-6/30/2014
Cornerstone Therapies	\$960	7/1/2013-6/30/2014

**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, April 3, 2014 at 7:00pm.**

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

*Board meeting proceedings are tape recorded.*

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

FOUNTAIN VALLEY SCHOOL DISTRICT  
Curriculum/Instruction

**MEMORANDUM**

**TO:** Marc Ecker, Ph.D., Superintendent  
**FROM:** Anne Silavs. Assistant Superintendent, Instruction  
**SUBJECT:** *STUDENT RECOGNITION PROGRAM*  
**DATE:** **February 24, 2014**

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**BACKGROUND INFORMATION**

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

- extraordinary effort
- achievement
- improvement

At the Board Meeting on March 13, 2014, the following students from **Courreges** will be recognized:

**Courreges School**

Kindergarten	Cameron Cox
First Grade	Jonathan Arroyo
Second Grade	Sahanou Bun
Third Grade	Aubri Bradshaw
Fourth Grade	Tiffany Burch
Fifth Grade	Simon Nghe

kn  
c: Mr. Christensen

SO 13-14/B14-36  
Fountain Valley School District  
Superintendent's Office

MEMORANDUM

TO: Board of Trustees  
FROM: Marc Ecker, Superintendent  
SUBJECT: **Parent Volunteers: Courreges School**  
DATE: March 6, 2014

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**Background:**

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

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

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

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

**Courreges School**

- ♥ Sarah Svartstrom
- ♥ Erin Volz
- ♥ Trish Rintoul



Board Meeting of March 13, 2014

SO 2013-14/B14-38  
Fountain Valley School District  
Superintendent's Office

M E M O R A N D U M

TO: Board of Trustees  
FROM: Marc Ecker, Superintendent  
**SUBJECT: Second Interim Report Presentation (Oral and Written)**  
DATE: March 6, 2014

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Assistant Superintendent, Business, Chris Fullerton and Director, Fiscal Services, Scott Martin will present and review with the Board of Trustees the Second Interim Report for the Fountain Valley School District.



PLEASE NOTE:

A copy of the **2013-14 Second Interim Report**  
for the Fountain Valley School District  
is available for review at the District Office.

Please contact the Superintendent's office at 714.843.3255.

# **NOTICE OF PUBLIC HEARING**

FOUNTAIN VALLEY SCHOOL DISTRICT

## **INITIAL CONTRACT PROPOSAL BETWEEN FVSD AND CSEA CHAPTER 358 FOR 2014-15**

Notice is hereby given that the Board of Trustees of the Fountain Valley School District, at its meeting to be held on March 13, 2014 at 7:00 p.m. in the Board Room located at 10055 Slater Avenue, Fountain Valley, CA, will conduct a public hearing on the initial contract proposal between the Fountain Valley School District and the California School Employee's Association, Chapter 358.

**FOUNTAIN VALLEY SCHOOL DISTRICT**

BY:  
Marc Ecker, Ph.D., Superintendent

Board Meeting of March 13, 2014

SO 13-14/B14-37  
Fountain Valley School District  
Superintendent's Office

MEMORANDUM

TO: Board of Trustees  
FROM: Marc Ecker, Superintendent  
SUBJECT: **2014 CSBA Delegate Assembly Election – Region 15**  
DATE: March 6, 2014

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**Background**

Enclosed is a copy of the 2014 CSBA Delegate Assembly Election ballot and biographical sketches of all nominees. The Board of Trustees may vote for up to eight 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 17, 2014.

**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 eight 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 **MONDAY, MARCH 17, 2014**. 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 2014 DELEGATE ASSEMBLY BALLOT  
 REGION 15  
 (Orange County)**

Number of vacancies: 8 (Vote for no more than 8 candidates)

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*Delegates will serve two-year terms beginning April 1, 2014 – March 31, 2016*

*\*denotes incumbent*

- |   |   |
|---|---|
| <input type="checkbox"/> Dana Black (Newport-Mesa USD)*       | <input type="checkbox"/> Jamison Power (Westminster SD)               |
| <input type="checkbox"/> Stephen Blount (Cypress SD)          | <input type="checkbox"/> Rosemary Saylor (Huntington Beach City SD)   |
| <input type="checkbox"/> Lauren Brooks (Irvine USD)*          | <input type="checkbox"/> Francine Scinto (Tustin USD)                 |
| <input type="checkbox"/> Meg Cutuli (Los Alamitos USD)*       | <input type="checkbox"/> Don Sedgwick (Saddleback Valley USD)*        |
| <input type="checkbox"/> Judith Franco (Newport-Mesa USD)*    | <input type="checkbox"/> Michael Simons (Huntington Beach Union HSD)* |
| <input type="checkbox"/> Alkamalee Jabbar (Anaheim Union HSD) |   |

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*Provision for Write-in Candidate Name*

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*School District*

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*Provision for Write-in Candidate Name*

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*School District*

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*Signature of Superintendent or Board Clerk*

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*Title*

---

*School District/COE Name*

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*Date of Board Action*

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

# 2014 Delegate Assembly Candidate Biographical Sketch Form



**DUE: Tuesday, January 7, 2014 (U.S.P.S.)**

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | or fax 916.371.3407

Please complete, sign and date this required one page 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 one page candidate form will not be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department. Late submissions will not be accepted.

Name: Dana Black CSBA Region: Region 15

District or COE: Newport-Mesa USD Years on board: 17 Years

Contact Number: 714-390-8247 E-mail: jfranco@nmusd.us

Are you a continuing Delegate?  Yes  No If yes, how long have you served as a Delegate? 2 yrs

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 service on CSBA's Delegate Assembly over the past two years has been an education; I learned the importance that why more than ever we need to speak with one voice. We need to continue to come together with the support of our communities through CSBA and send our collective message to Sacramento that the true quality of life starts with education. Our communities will demand evidence regarding the passage of Proposition 30 and how their support will affect the implementations of the LCFF, Common Core, equal access to 21st century technology, able to attract highly qualified teachers and at the same time ensure our public schools have the flexibility to be competitive, accountable and most of all innovative.

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 in the capacity of Board President, 4 years; Vice President and Clerk of the Board 3 years each; attended CSBA Annual Conference 16 years; attendee Legislative Network Conference in Sacramento; Attended OCSBA Dinner Meetings; FRN Conference in Washington, D.C.; CSBA Curriculum Institute; CSBA Welcome Back to School; CSBA Board President Workshop; local Budget Advisory Committee Member; City of Costa Mesa's Student/Community member; Special Education Community Advisory Committee member; District's English Language Lerner Advisory Committee member; Student Board Member Liaison; Coastline ROP: CTE High School Advisor; the Bill and Melinda Gates Foundation's guest and participant at American Federation of Teachers National Forum in Washington D.C. Completed both "Masters in Governance" and "Masters in Boardmanship", attended the local 2013 Presidents' meetings with Huntington Beach City, Fountain Valley, Westminster, Ocean View, Huntington Beach Union and Coast Community College Districts. Proud recipient of 3 P.T.A., Honorary Service Awards and Harbor Council's P.T.A. Continuing Service Award.

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 business woman for 25 years; through my successful real estate career I come in contact daily with all walks of life in our community particularly our families, teachers and support staff. I know what a priority education is in our community. I was elected to the board in 1996, and have come to rely on CSBA and all of you for evidence of what is really happening in our State and across our Nation. I will make sure that the facts about what is happening to our schools and our students is presented clearly and understood in our community. Our elected representatives must hear the truth about what impact their decisions have on the students attending the public schools in our State. I would appreciate the opportunity to continue serving you as a Delegate Assembly member for CSBA.

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

Signature: Dana Evans Black

Date: 1-6-2014

# 2014 Delegate Assembly Candidate Biographical Sketch Form



**DUE: Tuesday, January 7, 2014 (U.S.P.S.)**

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | or fax 916.371.3407

Please complete, sign and date this required one page 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 one page candidate form will not be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department. Late submissions will not be accepted.

Name: Steve Blount	CSBA Region: 15
District or COE: Cypress School District	Years on board: 3+
Contact Number: 714-995-2128	E-mail: stblount@ca.rr.com
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) Community/Government Engagement -- it is vital that a political will be established that does what is right and needed by our students and districts. Richard Henry Dana, Jr. stated in his book *Two Years Before the Mast*, "The ship made great progress when the crew had a will to work."
- 2) STEM/STEAM -- I prefer STEAM because it includes the arts and because steam is symbolic of the maturing of the Industrial Revolution with its steam locomotives and steam ships. The arts are the most immediate application of STEM and the arts can apply STEM during the first years of school. Dr. Alison Gopnik, UC Berkeley psychology prof, stated in a recent Wall Street Journal article that, "Scientists, artists and 3-year-olds are united in their embrace of reality and possibility."
- 3) Making Common Core all that it can be -- Bring Common Core standards up to the standards of STEAM. Make "deeper learning" through student driven and produced projects available and instituted at as early as possible in one's education to enable one to have a head start and the primary tools for a successful career in one's chosen field. Suzanne McCarron, the President of the Exxon/Mobil Foundation has said she wants to "inspire our nation's youth to pursue STEM careers by capturing their interest at an early age." I know it worked for me as by the time I was six I had seen in forty states seeing and noting the manmade & natural wonders of America, its industrial might, and the creativity and intelligence of its people; forty-nine states by the time I was thirteen. -- All 3 priorities support the mission of CSBA.

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.

Represent the district to the Cypress Chamber of Commerce for which I serve as an Ambassador; member of the Board of Directors of the Greater Anaheim SELPA; Board liaison to Cypress PTA Council; member of the Cypress Kiwanis Club; represent the Cypress School District and the Cypress Chamber of Commerce on the Regional Military Affairs Committee that meets at the Los Alamitos Joint Forces Training Base; Director of Corporate & Foundation Relations for the Friends of Morris Educational Foundation affiliated with the Juliet Morris Elementary School in the Cypress School District; regularly attend throughout the year luncheons, symposiums and seminars sponsored, organized, and moderated by state legislators as well as business association functions and various state of the city, & county luncheons. Outside of the district I am a member of the Education & Arts Committee of the San Pedro Chamber of Commerce, which is led by a university president.

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 would bring my entrepreneurial instincts, business savvy, big idea intuition, my ability to relate to people and engage people of influence, means, importance and consequence for political and business purposes, my MBA in Entrepreneurship with a concentration in Economics education, my thirty-four years of being part of the critical success factors of corporations, my gift of gab, storytelling, and networking, and sense of humor to accomplish the mission and aspirations of the CSBA, and to fulfill its potential and enlarge its potential. Additionally, I bring to the CSBA the capability of staying in the capital area free as long as I need to see the people I want to and to accomplish what I need to, as I have three sets of relatives in the Sacramento area and due to the fact that I am retired.

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

Signature: \_\_\_\_\_

Date: 1/6/14

**NAME: Steve Blount**

**CONTACT INFO: stblount@ca.rr.com 714-995-2128 9371 Alderbury St., Cypress, CA 90630-2806**

**SLOGAN: You Can Count on Blount**

**MOTTO: Making History & Changing the World Together Through Education**

**CLAIM TO FAME:**

**My father's, father's, father was the first school teacher in Northern New Mexico. My father's, mother's, father was the first school superintendent in Phoenix.**

**My father was for seventeen years the right hand man and vice-president to a gentleman that was for many years officially nominated for the Nobel Peace Prize. My father ended his career in academia as the Director of International Student Affairs at the University of Oklahoma. From kindergarten to MBA, I attended seventeen schools spread-out over six states.**

**One of my aunts was the most powerful women in American museums for over thirty years by virtue of being the Executive Assistant to the number two person (highest person not appointed by the President) at the Smithsonian Institution, America's depository of its history & science.**

**POLITICAL ACTIVITY:**

**Declared candidate for Congress in 2007, did not file, ran for the state assembly, received 65,622 votes in a losing effort in 2008, and elected to the Cypress School District Board of Trustees in 2010.**

**For several years a delegate to my political party's state convention and a member of the Orange County Central Committee of my political party during which time I was the Chair of the Redistricting Oversight Task Force, Chair of the Outreach Committee, a member of the Finance Committee and a member of the Candidate Recruitment and Services Committee. Working relationship with two state wide office holders, two members of Congress, two state senators, four members of the state assembly, and on the e-mail list of countless political activists and elected office holders nationwide**

**COMMUNITY ACTIVITY:**

**Member of the Cypress Kiwanis Club**

**Ambassador for the Cypress Chamber of Commerce**

**Director of Corporate & Foundation Relations for the Friends of Morris Foundation, affiliated with Juliet Morris Elementary School in the Cypress School District**

**Speaker before the Cypress City Council**

**Frequent attendee at City of Cypress Business Retention, Attraction, Creation, & Expansion (BRACE) and Assist, Grow, Educate, Network, & Thrive (AGENT) seminars**

**Member of the San Pedro Chamber of Commerce Education & Arts Committee**

**AFFILIATIONS:**

**Individual memberships in the California Science Teachers Association and the California Consortium of Education Foundations**

**WORK HISTORY:**

**Controller for a very successful manufacturer the last seventeen years before retirement**

**Ten years with my own bankruptcy consulting practice**

**Thirty-four years of involvement in the critical success factors of businesses primarily in accounting, finance, and money management**

**EDUCATION:**

**BA in Social Science with an emphasis in Sociology**

**MBA in Entrepreneurship with a concentration in Economics**

**Course work toward an MPA**



# 2014 Delegate Assembly Candidate Biographical Sketch Form



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Name: <u>Lauren Brooks</u>	CSBA Region: <u>15</u>
District or COE: <u>Irvine Unified School District</u>	Years on board: <u>1</u>
Contact Number: <u>714.292.2033</u>	E-mail: <u>laurenbrooks@iusd.org</u>

Are you a continuing Delegate?  Yes  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) Secure adequate funding at both the state and federal levels to ensure a quality education for every child. CSBA must remain steadfast in its efforts to inform state leaders about the impacts of the Local Control Funding Formula to ensure fair and equitable funding for all students and provide local Boards with the flexibility and authority to allocate resources specific to their students' needs.
- 2) Promote and support transition to the California Common Core Standards. Communication and information are key to the successful implementation of the CCSS, which provide an unprecedented opportunity to promote college and career readiness and to connect students to the real world. CSBA's influence and reach will be instrumental in both harnessing the resources to support effective implementation and ultimately, in preparing students for their future.
- 3) Leverage technology to foster personalized, engaging, and deep learning opportunities for each student. Technology creates opportunities to personalize learning through adaptive programs and provides access to meaningful and relevant resources to extend learning, analyze diverse sources, and create new knowledge. Strategic use of technology in schools is a path toward transformative teaching and learning. +

**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.**

My interest and service in the Irvine Unified School District spans over 20 years including:

- IUSD Board of Education (Liaison to Coalition for Leg Action, Irvine Child Care Project, Emergency Prep Interagency Committee, ROP)
- School Site Council - Turtle Rock Elementary, Santiago Hills Elementary, Sierra Vista Middle School and Northwood High School
- Irvine Unified PTA Council Executive Board - 10 years
- PTA President - Santiago Hills Elementary and Sierra Vista Middle School
- PTA Leadership - Parliamentarian, Legislative Action Chair, Grad Night Chair
- Irvine Public Schools Foundation (IPSF) - Executive Board Member, Community Relation Co-Chair, Legacy Partner
- IUSD Committees - WASC Accreditation, Principal Selection, Curriculum/Homework Committee, Health & Wellness Committee
- Advocate - 10 years advocacy in Sacramento for Irvine Schools; co-founder of IUCPTA annual H.S. Student Advocacy trip to Sacramento
- Irvine Unified School District/IPSF - Volunteer of the Year 2009
- PTSA - Golden Oak Recipient (highest honor bestowed by California PTA)
- Irvine Children's Fund - Board Member +

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

Legislative advocacy has always been a strong interest of mine as a community volunteer, even before my election to the school board. I visited Sacramento as a parent advocate with Fourth District PTA's Sacramento Safari on several occasions, and I have had the distinct pleasure of facilitating Irvine's High School Student Advocacy trip to Sacramento for the past eight years. I have seen firsthand the significant impact of student-led conversations with legislators and would relish the opportunity to become involved as a CSBA Delegate.

There are numerous critical challenges facing our schools, from Common Core to technology to funding issues. I am excited about the opportunity to become more involved in policy and political leadership affecting the educational experience of each student in California. Irvine is one of the fastest growing and highest performing school districts in the nation and represents a significant part of Region 15's population. As such, I would be honored to represent Irvine's large constituency as a CSBA Delegate Assembly member.

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

Signature: Lauren Brooks

Date: 1/3/14

**Lauren S. Brooks**  
3 Ribera, Irvine, CA 92620  
[laurensbrooks@aol.com](mailto:laurensbrooks@aol.com)  
714.292.2033

**IUSD Board of Education – 2012-Present**

**Irvine Public Schools Foundation – 2011-Present**

Executive Board Member  
Co-Chair of the Community Relations Committee

**Irvine Children's Fund – 2001-Present**

Board Member 2001 -2006  
Irvine Child Chair Project Liaison

**IUSD High School Student Advocacy – 2006-Present**

Established and continue to co-lead and educate a group of 21 IUSD high school students traveling to Sacramento annually to meet with legislature to discuss current issues and advocate for education in Irvine as well as the State of California

**Irvine Unified Council PTA Executive Committee – 1999-2009**

Membership Chair - 2 years  
Financial Secretary - 4 years  
Historian - 2 Years

**School Site Council – 1996-2009**

Northwood High School - 4 years  
Sierra Vista Middle School - 2 years  
Santiago Hills Elementary - 4 years  
Turtle Rock Elementary - 1 year

**PTA/PTSA**

Northwood High School PTSA  
Parliamentarian 2004-2009  
Legislative Action Chair 2005-2009  
Grad night Co-Chair 2008 & 2009

Sierra Vista Middle School PTSA  
President  
Parliamentarian

Santiago Hills Elementary PTA  
President  
Parliamentarian

Turtle Rock Elementary PTA  
Red Ribbon Week Chair  
Partners In Print Chair

**Awards**

IPSF Irvine Volunteer of the Year 2009  
Northwood High School Parent Volunteer of the Year  
Santiago Hills Parent Volunteer of the Year  
PTA Golden Oak Award (highest award given to a PTSA member)  
PTA Service Award  
PTA Continuing Service Award

# 2014 Delegate Assembly Candidate Biographical Sketch Form



**DUE: Tuesday, January 7, 2014 (U.S.P.S.)**

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | or fax 916.371.3407

Please complete, sign and date this required one page 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 one page candidate form will not be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department. Late submissions will not be accepted.

Name: Meg Cuttill	CSBA Region: 15
District or COE: Los Alamitos Unified School District	Years on board: 13 years
Contact Number: 562-328-5054 or 562-301-4679 cell	E-mail: megcuttill@gmail.com
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? 10 years	

**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 three priorities for education in California are stable and adequate funding for schools, support for implementation of Common Core and teacher tenure. Schools in California have not had stable or adequate funding for years. LCFF will need to be studied and adjusted during its first years. Promising a funding level of 2008 is not adequate to teach our diverse students the skills that they will need in the 21<sup>st</sup> century. Paying back the deferrals and mandates will help out all districts and would be a good start. Common Core requires a new approach in teaching and schools need to have the resources to prepare teachers, create new benchmarks and integrate technology. If the students will be tested on a computer, all students need to be comfortable using one. This will require vast amounts of band width in each district and many computers at every site. And we need to be aware that technology is never "done". Districts will always be upgrading devices and infrastructure. The rules for teacher tenure need to be adjusted so that students are the ones that benefit. Most teachers do put their all into their jobs but there are some who should be removed from the classroom. There needs to be a more responsive process for handling teacher dismissals.

**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 been a member of the Orange County School Board Association since 2001 holding many board positions including president. I feel this is an excellent organization that has opportunities for networking with other board members in the county and getting in depth information on topics important to all board members. It is important to know that we are not alone and other districts have the similar problems and are seeking solutions. I am also a member of the County Committee on School District Organization. I have also been the representative from my district on our ROP board since 2004. It has been my honor to serve twice as president for NOC ROP which is a consortium of 5 school districts in Orange County.

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

The most important part of being a member of Delegate Assembly is to communicate. A delegate should communicate with others delegates from their region, to their own school board and to CSBA. A delegate needs to respond to Legislation Alerts that we receive from CSBA. A delegate needs to participate fully in Delegate Assembly by reading the material before the meeting, coming with questions and speaking – and listening - to others in group settings. California is a large state. We need to all be aware of the issues that bind us and the issues that differ from region to region. It is also great to have the opportunity be on a state-wide committee for CSBA.

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

Signature: Meg Cuttill

Date: 1-5-14

## 2014 Delegate Assembly Resume

Meg Cutuli

1445 Crestview Ave  
Seal Beach CA 90740  
562-598-5054 home  
562-301-4679 cell

Representative from Region 15

### Local School District, CSBA and Community Activities:

- Elected to the Los Alamitos Unified School District in 2000
- Member of Orange County School Board Association Executive Board since 2001 holding many positions including President
- Served 3 terms as President and Clerk to the Board of Los Alamitos USD
- Completed CSBA's Masters in Governance in 2003
- Representative from Los Al USD to North Orange County ROP Board since 2004 serving as President and Clerk twice
- Member of Delegate Assembly since 2004
- Current Member of the OC Committee on School District Organization
- Served on CSBA Annual Conference Committee in 2007
- Validated many Golden Bells Award winners for Orange County
- CSBA's Governmental Relations Chair to several legislators
- Attend CSBA's Educational Conferences annually
- 2010-2011 recipient of the Marian Bergeson Award for Outstanding Board Member in Orange County
- Past member of 4<sup>th</sup> District PTA Executive Board and current member of Los Alamitos PTA Council
- Recipient of PTA's highest award "The Golden Oak Service Award" from the Los Alamitos Council PTA in 2013

### Education –

Bachelor of Arts, Comparative Literature, California State University Long Beach

### Personal -

I have been married 42 years to my husband, Len, and have three children who all attended public schools through high school and graduated from college. I am now enjoying seeing my grandchildren start their education journey in the Los Alamitos USD.

# 2014 Delegate Assembly Candidate Biographical Sketch Form



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Name: Judith Franco CSBA Region: Region 15

District or COE: Newport-Mesa USD Years on board: 33 Years

Contact Number: 949-675-2603 E-mail: jfranco@nmusd.us

Are you a continuing Delegate?  Yes  No If yes, how long have you served as a Delegate? 2 1/2

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 believe that we must continue to fight for the funding that is necessary to provide a quality education for the students of California in our public schools. CSBA is a leader in this effort and must continue in this role. We must make the point that it is impossible to do more with less, that Sacramento is shortchanging the leaders of tomorrow with an outdated totally inadequate commitment of resources for our students.

We must continue working to restore local control and flexibility with accountability to our Districts. The current version of LCFF carries with it far too many mandates as to how the money must be spent. These do not allow local districts to make the decisions needed to provide a quality education for their students. One size does not fit all. We must continue to make our voices heard in Sacramento and Washington, D.C., District by District, school by school. We must involve not only our parents and teachers, but the entire community in the effort to improve the education provided for students who will be the leaders of tomorrow. The challenge we face is how to get the truth heard by all.

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 currently serve on the OCSBA Board of Directors, representing the unified districts in our county. I attend their monthly meetings as well as meet on a regular basis with board members throughout the county and our CSBA Director. In addition, I am the Legislative Chair for our local board. In that role, I regularly track legislation on the state and federal level and report the potential impact each could have for our local district. In addition, I also serve as the Legislative Chair for two PTA units. These activities have provided me with the opportunity to communicate with our local stakeholders and legislators to keep them informed about the conditions of our local schools and Districts as well as the real impact that those decisions have made or are about to be made on our ability to provide a high quality educational program for all of our students.

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 hope to continue to advocate for the students in our classrooms throughout the state. I believe that all that we do in CSBA must be aligned with our adopted Mission and Goals, our Policy Platform and our Strategic Plan. I look forward to meeting the challenges that lie ahead for education in our state with the full implementation of the LCFF and Common Core State Standards and testing by working with school board members from throughout the state and with CSBA. We are the truth tellers and we must continue to tell the truth, the whole truth about our students and what is needed to allow them to have the opportunity to receive the quality educational program that they deserve. I hope that you will allow me to continue as a member 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: Judith A. Franco

Date: 1/6/2014

Judith Franco

<p><b>Activities/ Involvement in Local District</b></p>	<p>School Board President 1984, 1990, 1995, 2002, 2007; Vice President 1983, 1984; Clerk 2000; 2006; 2013-14 Political Action Rep 1985-86, 1988-2000; Legislative Rep 1980-82, 1988, 1991-93, 1995-96, 1998-2001, 2006, 2010-14. Cities School District Liaison Committee 1981-83, 1995-96, 1998-2000; Member – Audit Committee 1992-94, 2000-04; Liaison – Citizens' Budget Advisory Committee 1995-96, 1998-2004; District Gang Task Force Committee 1998-2000, 2004; Related workshops/conferences; School Employers Assoc. Annual Conference on Collective Bargaining; Schools for Sound Finance; Federal Relations Network Member 1988-2014; NSBA Advocacy Rep 1992-95; CSBA State Conventions/Workshops 1980-2014; Annual Conferences; Back to School Conferences; Regional/Statewide Legislative Network Seminars; Better Budgeting Workshops; Measures A and F Bond Measures Committees.</p>
<p><b>CSBA/OCSBA/Civic Activities</b></p>	<p>CSBA Legislative Network 1982-2009; CSBA Legislative Committee Member 2005-2006. CSBA Policy Committee, CSBA state conventions and workshops 1980 to present; CSBA Delegate Assembly 1986 to present; CSBA Government Relations Chair 1988-2009; CSBA Policy Committee 2004; CSBA Legislative Committee 2005; CSBA HIV/AIDS Task Force 1993-94; CSBA Nominating Committee Member –elected, 1986; CSBA Nominating Chairman 1997; Completed CSBA Masters in Boardmanship 1989; Completed Masters in Governance 2001; Golden Bell Validator; OCSBA Board of Directors 1984-87, 1993-to present, President 1997; OCSBA PAGE Group 1985-86; OCSBA Vice President (workshops) 1984-85; OCSBA PAGE Director 1985-87; OCSBA Treasurer 1993-95; OCSBA &amp; ACSA dinner meetings; PTA Board Member 1968-present; Director of Education, Fourth District PTA 1979-81; Member, Orange County Dept. of Education Committee for Counseling, Elementary School 1979-80; Member, Youth Commission, City of Newport Beach 1984-88, 1998-2000; Member, Newport-Beach Gang Task Force 1993-94.</p>
<p><b>Other</b></p>	<p>Community Association Board Member 1971-73, 1979-81, President 1981; Member, Board of the Newport Theater Arts Center 1979; Member, 75<sup>th</sup> Anniversary Committee Newport Beach 1981; Republican Women Federated Member – 1980 to present, President 1989-91; Newport Harbor Republican Women 1980 to present, President 1993-95; Community Power (Drug Awareness) Board of Directors 1983-85; Cub Scout Leader 1969-81; Harbor Area Sailing Program 1971-88; Member, Board of Directors, Central Orange Coast YMCA 1984-85; Member, State Board of Directors, California YMCA Youth and Government Program 1994 to present.</p>
<p><b>Recipient</b></p>	<p>PTA Honorary Service Award - 1972          PTA Continuing Service Awards - 1976, 1981, 1983, 2009          Harbor Council PTA, National PTA Honorary Service Award - 1990          Harbor Council PTA, California Golden Oak Award – 1997; 2011          Ensign PTA California Golden Oak Award – 2009          Lido Isle Yacht Club Awards, Jr. Sailing - 1974, 1975, 1976, 1980, 1983, 1984, 1985; 2012          Balboa Bay Sabot Fleet Perpetual Trophy-Outstanding Service to Jr. Sailing          Orange County School Boards Association - Marian Bergeson Award – 2003          Senator Harman, Republican Woman of the Year, 2012</p>

# 2014 Delegate Assembly Candidate Biographical Sketch Form



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**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.**

- Advocating for a 21<sup>st</sup> Century education model that emphasizes on critical thinking, creativity, collaboration, and communication as well as de-emphasizing teaching to the test
- Advocating to address the achievement gap
- Advocating to engage the community on local control funding

**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.**

- Anaheim City Cultural Heritage Commissioner for 5 years
- Organized many neighborhoods in the City of Anaheim
- Helped organize community forum with City Council member attendance
- Helped organize Police forum in Ponderosa neighborhood
- West Anaheim Neighborhood Development Committee (WAND) member
- Past Board Member of Orange County Employee Association
- Past President of Sri Lanka Muslim Association of California
- Past President of Royal College Alumni Association North America (RCOBANA)
- Past Vice President of American Marketing Association of CSU FULLERTON
- Past Student Trustee, North Orange County Community College District
- Past Student Body President, Cypress College
- Past Student Advocate, Cypress College
- Past Senator, Cypress College

**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 participation in the CSBA conference in December 2013 has intrigued me to be more of an active board member in CSBA. I hope to bring my passion advocating for 21<sup>st</sup> Century education, addressing the achievement gap, and proper use of local control funding to the 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: 1/6/2014

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Name: Jamison Power

CSBA Region: 15

District or COE: Westminster School District

Years on board: 1

Contact Number: (562) 587-3886

E-mail: jpower@wsd.k12.ca.us

Are you a continuing Delegate?  Yes  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. Supports efforts to increase local control, because local boards know best how to meet the needs of their communities.
2. Support efforts to preserve and expand efforts to teach critical thinking skills and ensure smooth implementation of Common Core.
3. Support efforts to preserve and expand arts/music programs and encourage the state to increase funding for such programs.

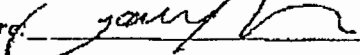
**Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district or county office.**

I currently serve as a Trustee on the Westminster School District Board of Trustees. At our last organizational meeting this past December, I was elected Board Clerk. I was also re-appointed to a second term as our district's representative to the Nominating Committee.

**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 interesting in becoming more involved in efforts to improve public education at the statewide level. I believe my background and experiences provide me with unique insight, and a unique perspective, that would be positive in moving the California School Boards Association forward. For example, I am a practicing attorney and have experience working as a legislative aide in Sacramento, and thus have firsthand experience with the law and with the legislative process.

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

Signature: 

Date: 12/19/13



# 2014 Delegate Assembly Candidate Biographical Sketch Form



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Name: Rosemary Saylor	CSBA Region: 17
District or County: Sacramento South City School District	Years on board: 7
Phone Number: 916-334-2609	Email: rmysaylor@csba.org
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.**

My top three educational priorities are:

1. Ensuring that our school districts have real Local Control.
2. Keeping our public school system strong

3. Encouraging our members to contact (often) and remind our local legislators that one of our state constitution's highest priorities is education. The reasons I feel all of the above are important to CSBA are that (1.) for years we have been mired in the restrictions of categorical funding and talking about getting more control, allowing each district to determine, as only it can, what is best for its own makeup of children. Now we must move forward in convincing our SBE and others in Sacramento that we can, indeed, educate our children best when we can make the decisions as to where the money will do the best job in our own neighborhoods, towns and cities. And once we have that authority, we must continue to prove ourselves. I think we are more than ready to do that. Once we have fully implemented local control and proven it is best for our students, (2.) it will go a long way to strengthening our public school system, and hopefully eliminate the perceived need for vouchers and for charter schools that only serve to fragment and weaken our public schools. This will assist in proving our case (3.) to our legislators that more money and effort must go into a public school system to maintain its strength.

**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.**

Our board has always kept student learning and safety, the working environment for our employees, and keeping communications flowing with our entire community as high priorities. Another board member and I formatted a public communications plan that was adopted by our board last year. Now in my second time around as board president, I want our board to keep open and honest communications as a primary focus. Part of that effort for me included being the board rep and active member on our local Education Foundation for the past 3 years. I also believe it is important to move beyond my local board and am now on the OCSBA Board of Directors as the PAGE (Political Action Group Effort) chair.

I also believe in extending our communication efforts to our neighboring districts and will be meeting monthly with other school board presidents to share ideas, concerns and advice.

It is my hope that we can also schedule quarterly meetings between our neighboring districts' (those that have some schools w/in our city's boundaries) board presidents, superintendents and representatives from our city council and staff.

**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 listing of priorities in the first question helps to answer this one. My interests lie in maintaining a great educational system, not only for my district, but for all districts and their students across California. We all received the e-mail newsletter from CSBA in early December that included "A Conversation with Jo Lucey" and an idea she stated really struck me. In essence it was that, while there may be other countries whose students have higher test scores and achievements, they don't necessarily reflect all students. They pick and choose those who are smarter to focus their educational efforts on and tend to leave the others behind. We want to make sure all of the children in our country have equal access to the best education we can provide, and that thought made me excited to be part of that effort in California, and specifically by being a member of CSBA's Delegate Assembly.

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

Signature: Rosemary Saylor

Date: 12/14/13

# ROSEMARY SAYLOR

330 CREST AVENUE • HUNTINGTON BEACH CA 92648  
PHONE 714-536-0609 • E-MAIL [RSAYLOR@SURFCITY.COM](mailto:RSAYLOR@SURFCITY.COM)

## EDUCATION

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2007 - 2009 Masters in Governance certification, CSBA  
1980 - 1989 Coastline Community College, Costa Mesa CA  
1970 - 1974 Anna Maria College, Paxton MA – Bachelor of Arts Degree  
1966 - 1970 Académie Maria Assumpta, Petersham MA

## PROFESSIONAL EXPERIENCE

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2006 - Huntington Beach City SD, *Governing Board Member*  
2007 - Vectus Inc, *Accounts Manager / Corporate Officer*  
1997 - 2007 SurfCity Networks Inc, *Operations Manager / Corporate Officer*  
1997 - 2000 Huntington Beach City SD, *Substitute Teacher*  
1997 - 2000 Huntington Beach Union HSD, *Adult Ed Teacher*  
1996 - 1997 Huntington Beach City SD, *Kindergarten Aide*  
1984 - 1985 Coastline Comm College, Costa Mesa, *Instructor*  
1975 - 1978 Dapol Plastics, Worcester MA, *Assistant Art Director*

## COMPUTER SKILLS

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- Proficient in word processing, desktop publishing, web design, accounting, data collection, and other programs
- Proficient in basic PC and Internet technical support

## VOLUNTEER EXPERIENCE

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2010 - 2013 Huntington Beach Education Foundation  
2013 - OCSBA Board of Directors  
2006 - Governing Board Member, Huntington Beach City School District  
2005 - 2006 Huntington Beach City SD Asset Management Committee  
1994 - 2008 HB Union High School District PACs, Strategic Planning, Bond Committee  
1994 - 2008 Member HB High School Site Council  
1992 - 1994 Member Smith Elementary Site Council  
1986 - 2004 PTA: President/other offices at elementary, middle, high school; Huntington Union Council; 4<sup>th</sup> District PTA  
1986 - 1992 Boy/Girl Scout Leader

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**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 care passionately about public education and its impact on the future of our nation. The most important responsibility we share is preparing ALL of our students to be competitive in the global marketplace into which they are inevitably thrust. How can we assure student preparedness? 1) We know the single most significant impact on student achievement is quality teachers and quality teaching. To this end, we need renewed focus on teachers: their recruitment, training and professional development; as well as evaluation, compensation, and career paths. 2) California public schools are just beginning to reverse the years of slow strangling by funding cutbacks. We must continue lobbying for rational, robust school funding, minus the seesaw of unreliable resources. We are just beginning a new era of funding formulas, testing and accountability. Assuring the new LCFF and LCAP are fair for all students and all districts is paramount. 3) It's hard to maintain morale if we don't believe whole-heartedly in the job we are doing. For this reason, it is critical to push back against the relentless bashing of our public schools in the media. These are concerns for all public school districts, issues about which CSBA should and can influence real positive change.

**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 involved in a very broad range of activities during my 17+ years on the TUSD Board. I share concerns about school facility construction and funding, assuring a challenging academic curriculum for all, the importance of STEM courses, English Language Acquisition and the teaching of foreign languages. In recent years, I've devoted time to college preparedness and universal access to higher education, including both private and public colleges. First elected to the TUSD Board in 1996, I've been re-elected four times. I've served three years as Board President and seven times as Board Vice President or Clerk. For 17 years, I've attended every CSBA annual convention. I've also participated in CSBA's Opportunities for Hispanic Students and CSBA's Lobbying Day in Sacramento. I earned CSBA's Master of Boardmanship. Locally, I've served Orange County school districts as Legislative Rep and Vice President for Programs, on the OCSBA Board of Directors. I've been leading an effort to bring interesting speakers and collaborated to bring worthwhile educational programs to Orange County School Board Association events. Other long-standing Tustin Unified appointments include: PAGE Rep; English Language Development Committee, Nominating Committee for the County Committee on School District Reorganization; PTA/PTO Coordinating Council; City of Irvine Educational Partnership Fund; alternate to Coastline ROP Board and the Tustin Public Schools Foundation. I've also served on the Tustin Middle School Design, Special Ed Advisory, Finance & School Construction Committees.

**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 contribute actively to policy conversations at the local, regional, and state level. I keep in touch with our local legislators and their office staffs. I both enjoy the process and getting results, and I work hard to be informed on key issues. For 14 years, I have represented TUSD at the California Association of Suburban School Districts, and for three years served as its President. (CALSSD is a statewide lobbying organization for suburban school districts like many of those in Orange County.) My years of experience developing lobbying strategies with board members and superintendents throughout the state at CALSSD have provided me an extensive, comprehensive and inclusive perspective on educational issues and how they relate to state politics. I feel this experience would truly help me contribute positively to the discussion and direction at Delegate Assembly.

Another valuable perspective I would bring to Delegate Assembly is that of a parent of three public school graduates who have successfully completed their college education. I strongly support access to financial aid and admissions as a trustee of Pomona College, where we invest in need-blind admissions and a no-loan policy. The link to higher education is critical and the critical connectors are high school teachers and counselors, who deserve our support. I support universal access and affordability for college, and career technical education is a key step in making that happen.

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

Signature: *Francine Janitz*

Date: January 7, 2014

# Francine Scinto

1772 Serrine Drive, Santa Ana, California 92705

Phone: 714-376-1876 Fax: 714-972-9902 E-Mail: fscinto@gmail.com

## Objective

Election to California School Boards Delegate Assembly

## Work Experience

**Orange County Associates, Vice President, Santa Ana, Ca.** 1996 to present

- Asset Management , Commercial and Industrial Real Estate, Portfolio Management

**Kids Quarters and the Sleep Factory, Vice President, Orange, Ca.** 1979 - 1994

- Manufactured and retailed children's furniture, bedroom furniture

**Ogilvy & Mather, Account Executive, New York, N.Y.** 1977-1979

- Hershey (Reese's Peanut Butter Cups) and Kimberly Clark (Huggies) account management

**United Press International, New York, N.Y.** 1972-1977

- Editor, Illustrated Science Service and Administrative Assistant, International Features Division

## Education

**Columbia University, Graduate School of Business, New York, N.Y.** M.B.A. 1977

Majors in marketing and finance.

**Manhattanville College, Purchase, New York** B.A. 1972

Major in English; Managing Editor, Touchstone, college newspaper

## Public Service and Non Profit Experience

Tustin Unified School District, Board of Education, 1996-present. Current Vice President., Past President.

California Association of Suburban School Districts - Representative 1998 - present; President 2008-10

Orange County School Boards Vice President, Legislative Representative 2011 - present

Pomona College, Board of Trustees, 2008-present

Parent Council, Pitzer College 2005-2008; Pomona College 2006 - present

Currently volunteer with education, art, theatre and open space conservation organizations in Orange County.

Past board member and officer, Foothill Community Association, AYSO, and PTA in Tustin.

President and founding Board Member, The Daniel and Francine Scinto Foundation, a public supporting charity whose mission is to support other educational and charitable organizations.

# 2014 Delegate Assembly Candidate Biographical Sketch Form



**DUE: Tuesday, January 7, 2014 (U.S.P.S.)**

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | or fax 916.371.3407

Please complete, sign and date this required one page 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 one page candidate form will not be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department. Late submissions will not be accepted.

Name: <u>Don Sedgwick</u>	CSBA Region: <u>15</u>
District or COE: <u>Saddleback Valley Unified School District</u>	Years on board: <u>17</u>
Contact Number: <u>(949) 831-3321</u>	E-mail: <u>dmsedgwick@yahoo.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?	

**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) Work on equality and fairness with the LCFE
- 2) Work for local control in funding, as well as curriculum
- 3) Fund athletics; help bureaucrats to see their educational value

**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 four children who are attending or have attended our public schools. I grew up in the public school system in my local area. I am very involved in my church, scouting, and in the local community athletic programs and believe I have a finger on the pulse of the community and know what parents are enjoying, and what they would like to see improved in public schools here locally. I have served in all capacities on my local board and have been involved with the Chamber of Commerce; have also served on the Coastline Regional Occupational Program board.

**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 feel I have demonstrated my aptitude for being a delegate during my 11-year tenure on the Delegate Assembly and not afraid to voice an opposing opinion, yet believe I am respectful of the opinions of others. I believe in the value of public education and want to protect and strengthen it. I have built great associations with other Board Members in Orange County and work well with them as a group, which I believe is an important part of being a delegate.

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

Signature: Don Sedgwick

Date: 12-16-13

# 2014 Delegate Assembly Candidate Biographical Sketch Form



**DUE: Tuesday, January 7, 2014 (U.S.P.S.)**

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | or fax 916.371.3407

Please complete, sign and date this **required one page** 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 **one page** candidate form will **not** be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department. Late submissions will not be accepted.

Name: <u>Michael Simons</u>	CSBA Region: <u>15</u>
District or COE: <u>Huntington Beach Union High School District</u>	Years on board: <u>22 years</u>
Contact Number: <u>714-903-7000, ext 4202</u>	E-mail: <u>msimons@hbuhd.edu</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>1 year</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. Fair, appropriate and equitable funding for public education
2. Meaningful and effective implementation of educational reforms such as Common Core
3. Assuring student success across the educational spectrum

CSBA has the ability and organization to be a strong partner in the education coalition that drives policy and programs to enable the success of the above priorities. The newly established Local Control Funding Formula, while assuring an improved funding level, has inequities that can create disparate funding that can affect many of our local school districts. CSBA has the ability to represent all school districts and provide information that will enable local boards with appropriate budgeting. The recent implementation of Common Core has caused all school districts to rapidly change their plans for student assessment. CSBA can provide a wide range of information that will prove beneficial to local districts. Today's high school graduates are faced with many options regarding college or career readiness. CSBA has the ability to communicate with a wide spectrum of possibilities ranging from two and four year institutions of higher learning to technical and vocational institutions to workplace options.

**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 as Board President for seven terms as well as similar terms as other officers of the Board. I have served on many Huntington Beach Union High School District committees, including multiple Strategic Planning Committees, Citizens Oversight Committee for a recent school bond, Superintendent/PTSA roundtable, certificated and classified employee relations committees and as District Representative to Orange County Committee on Reorganization. I have also served two separate terms on the Coastline Regional Occupational Program Board with two terms as President. I am a graduate of CSBA's Masters of Boardmanship.

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

Last year was my first as a delegate and I believe I can be a valuable contributor to Delegate Assembly. My 22+ years as a trustee have provided me with valuable experience in the issues that we deal with on our local boards. I have been able to establish beneficial relationships with local legislators and other members of the education community. My two terms following gubernatorial appointment to the Board of Podiatric Medicine have familiarized me with how things are accomplished in Sacramento.

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

Signature: 

Date: December 19, 2013

**Michael Simons**  
**Resume**

Education:

Michigan State University, B.S. Zoology  
California College of Podiatric Medicine, DPM  
California College of Podiatric Medicine, M.S. Medical Education

School District Activities:

Appointed Member, Board of Trustees, Huntington Beach Union High School District – 1991  
Elected Member, Board of Trustees, Huntington Beach Union High School District – 1992  
Re-elected Member, Board of Trustees, Huntington Beach Union High School District –  
1996, 2000, 2004, 2008, 2012  
President, Board of Trustees, Huntington Beach Union High School District – Served 7 times  
Member, Board of Trustees Coastline Regional Occupation Program – 2000-2002, 2008-2010  
President, Coastline Regional Occupation Program Board of Trustees – 2 times  
Member, Orange County Department of Education Committee on Reorganization –  
2005 to present  
CSBA Masters of Boardmanship  
CSBA Delegate Assembly – 2012 to present  
CSBA AEC attendance – 1991-2012

Professional Activities:

Member, Board of Podiatric Medicine, California Department of Consumer Affairs  
Chief Medical Consultant, Board of Podiatric Medicine  
Member, Medical Executive Committee, Fountain Valley Regional Hospital  
Chair, Credentials Committee, Fountain Valley Regional Hospital  
Director, Podiatric Residency Training Program, Fountain Valley Regional Hospital  
Director, Podiatric Residency Training Program, Orange Coast Memorial Hospital  
Vice-Chair, Institutional Review Board, Memorial Health Systems  
President, Orange County Podiatric Medical Association

Civic Activities:

Member, Community Services Committee, City of Huntington Beach  
Member, Infrastructure Advisory Committee, City of Huntington Beach  
Administrative Vice-President, Robinwood Little League  
Certified Little League Umpire

Fountain Valley School District  
**BUSINESS SERVICES DIVISION**  
DFS/13-14 - 52

M E M O R A N D U M

TO: Christine Fullerton, Assistant Superintendent, Business Services  
FROM: Scott R. Martin, Director, Fiscal Services  
SUBJECT: **APPROVAL OF 2013-14 SECOND INTERIM REPORT**  
DATE: March 03, 2014

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**BACKGROUND**

School districts are required to complete two interim financial reports during a fiscal year, the first as of October 31 and second as of January 31. The Interim Reports are filed with the County Department of Education and the State Controller's Office. School districts must conduct a review of their interim reports in accordance with state-adopted Criteria and Standards. Two critical areas are cash balance and fund balance. The second part of the summary review includes specified additional information intended to assist governing boards and county offices in better understanding the status of the District budget. This supplemental information includes the status of negotiations, reserves and any multi-year commitments that have occurred since the budget was adopted.

**Beginning Balance**

The audit is complete with a beginning balance for July 1, 2013 of \$4,155,041.

*Income Assumptions*

1. Local Control Funding Formula

The budget has been updated to reflect the District's transition to the new Local Control Funding Formula (LCFF). The LCFF replaces the revenue limit. The LCFF was calculated using an average daily attendance (ADA) of 6,150, an implementation percentage of 11.78% and a cost of living adjustment of 1.565%. It is projected that the conversion to the LCFF model will result in an additional \$1.6 million for the District during the 2013-14 fiscal year. The majority of this new funding has been allocated to restoring furlough days and hiring new teachers.

The methodology used for enrollment projections is based on the population and births in conjunction with historical enrollment and an analysis of District trends. The District also uses Decision Insite to assist in enrollment projections. As of the Second Interim Report, the projected ADA has decreased by 20.13 from budgeted



ADA, which has been factored into the projected yearend total anticipated LCFF. The projected total LCFF for 2013-14 is \$36,486,731.

2. Federal Income

The adopted budget includes estimates based on entitlements for 2013-14 program funding for all federal programs. Contracted programs are budgeted as received during the year.

Sequestration of federal funds continues to be an important topic for school districts. The current budget continues to include a 5.2% reduction for sequestration. Multiyear projections show an increase of 4.2% in federal funding over current year levels as sequestration cuts are partially restored. No new funding is expected.

All federal program revenues have been adjusted for carryover. General Fund revenue is projected to be \$2,069,909.

3. Other State Income

For 2012-13, Categorical flexibility remains unchanged with no additional expansion or flexibility at this time. A 0% COLA is applied to all State Categorical programs including Special Education. Tier III flexibility continues through 2014-15. The District has 15 Tier III Categorical programs that have been designated as unrestricted, totaling \$2,052,737. The District receives Class Size Reduction funding for grades K, 1 and 2 with revenues of \$1,071/\$535 per students in either option 1 or option 2. Lottery is projected at \$124 per ADA using prior annual ADA. The restricted portion of Lottery funding is estimated at \$30 per prior annual ADA.

All State program revenues have been adjusted for carryover and deferred revenues. Revenue is projected to be \$5,083,718.

4. Other Local Income

Under the new LCFF most all categorical program funding as well as Class Size Reduction funding have been eliminated. Funding for categorical programs is now unrestricted and included in the total LCFF funding. Class size reduction has been replaced by a Grade Span Grant of \$723 per pupil (to be phased in over eight years) and is also included within the total LCFF.

After factoring in changes to Other State Revenue for the LCFF, the remaining balance is mainly comprised of funding for Common Core implementation, Lottery funds and Mandate Block Grant funding. Unrestricted lottery funding is projected at \$126 per annual ADA, while restricted lottery funding is estimated at

\$30 per annual ADA. The Mandate Block Grant is expected to be funded at a rate of \$28 per ADA.

All State program revenues have been adjusted for carryover and deferred revenues. Revenue is projected to be \$2,643,755.

### ***Expenditure Assumptions***

#### **1. Salary Increases**

Step, column and longevity increases for certificated, classified, confidential and management employees have been included in the salary accounts for the Second Interim budget. Salaries for certificated, classified, psychologists, confidential and management employees include the restoration of five furlough days.

#### **Benefits**

Employee benefit rates are as follows: STRS 8.25%, PERS 11.442%, Social Security 6.20%, PARS 1.30%, Medicare 1.45%, Unemployment Insurance .05%, and Workers' Compensation 2.013%. Health and welfare costs are allocated \$8,000 per employee for classified working six hours or more, \$8,000 per full-time certificated prorated at percentage of hours, and \$4000 for employees working part-time. The remainder of costs is borne by employees through payroll deduction.

#### **Retirement Package**

The District covers the cost of health and welfare for 61 retired employees until age 65. The cost does not exceed the cap at the time of the employee's retirement. The cost is recorded in the general fund object code 3700.

#### **2. Other Expenditures**

Object codes 4000 through 7000 reflect typical expenditures in books, supplies and equipment. Transfers from another fund are used to cover planned program costs and salary adjustments.

### **Ending Balance**

The projected ending balance for the General Fund on June 30, 2014, will be \$3,038,376. The unrestricted portion of the balance is made up of the required 3% reserve totaling \$1,459,709, Revolving Cash of \$35,000, Stores totaling \$100,000, Assigned reserves of \$135,641 and an undesignated amount of \$517,899.

All other funds are projected to end of the year in a positive fund and cash flow balance.



# FOUNTAIN VALLEY SCHOOL DISTRICT

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

Board Approval Date  
March 13, 2014

## Memorandum

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

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

**DATE:** March 5, 2014

**SUBJECT:** **2012/2013 Program Effectiveness Results**

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### Background

Attached is the Program Effectiveness Results document for the 2012/2013 school year. 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.

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

### Recommendation:

It is recommended that the 2012/2013 Program Effectiveness Results be approved by the Board of Trustees.

jh  
Attachments

**Fountain Valley School District  
Program Effectiveness Summary  
2012/2013**

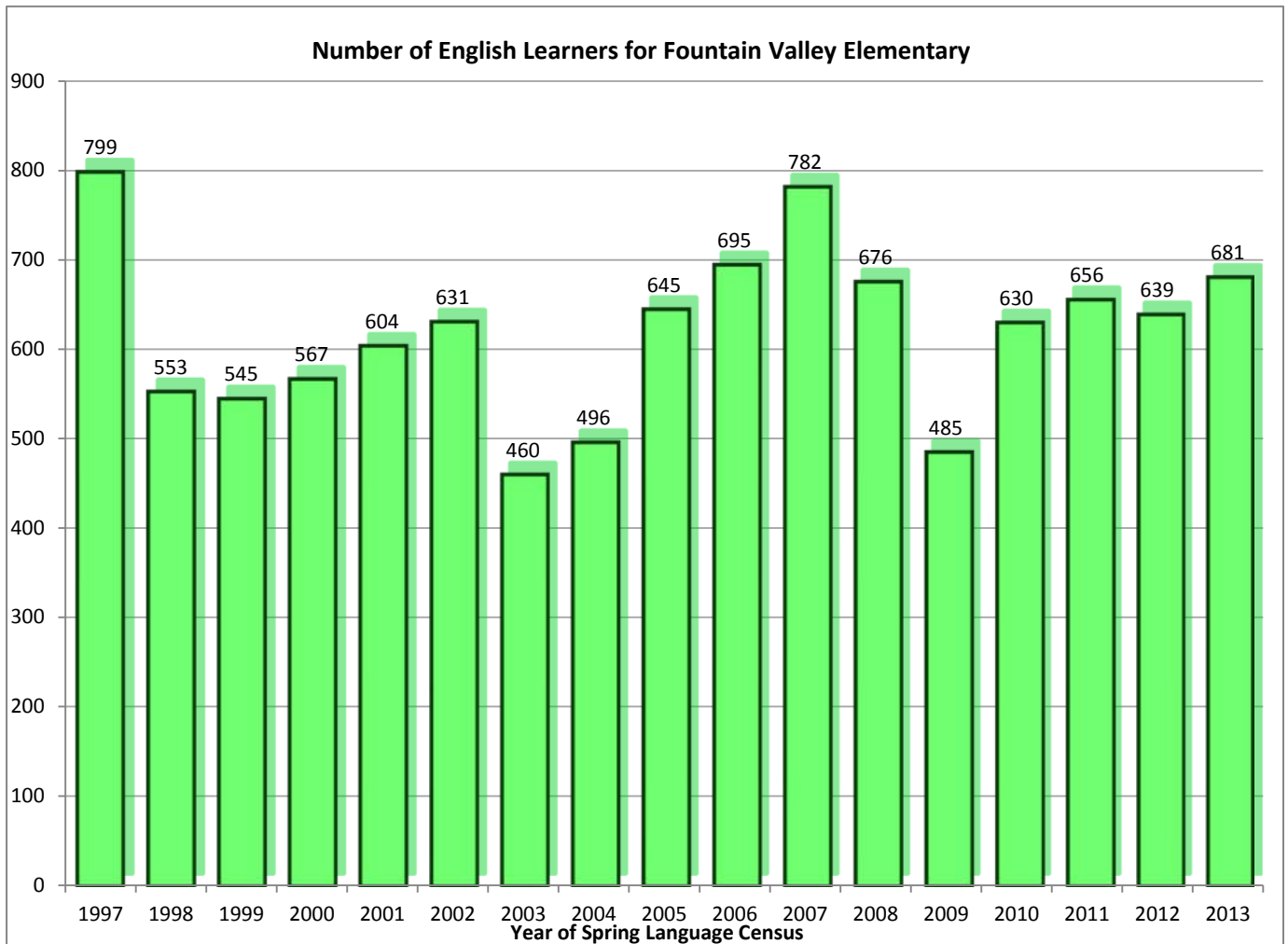
Collection of Data

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 17 years. During this time the number has been as low as 460 and as high as 799. For the 2012-2013 school year, there were 681 ELs.



*Source: March R-30, 2012, DataQuest 2011-2012, Aeries SIS 04/08/2013*

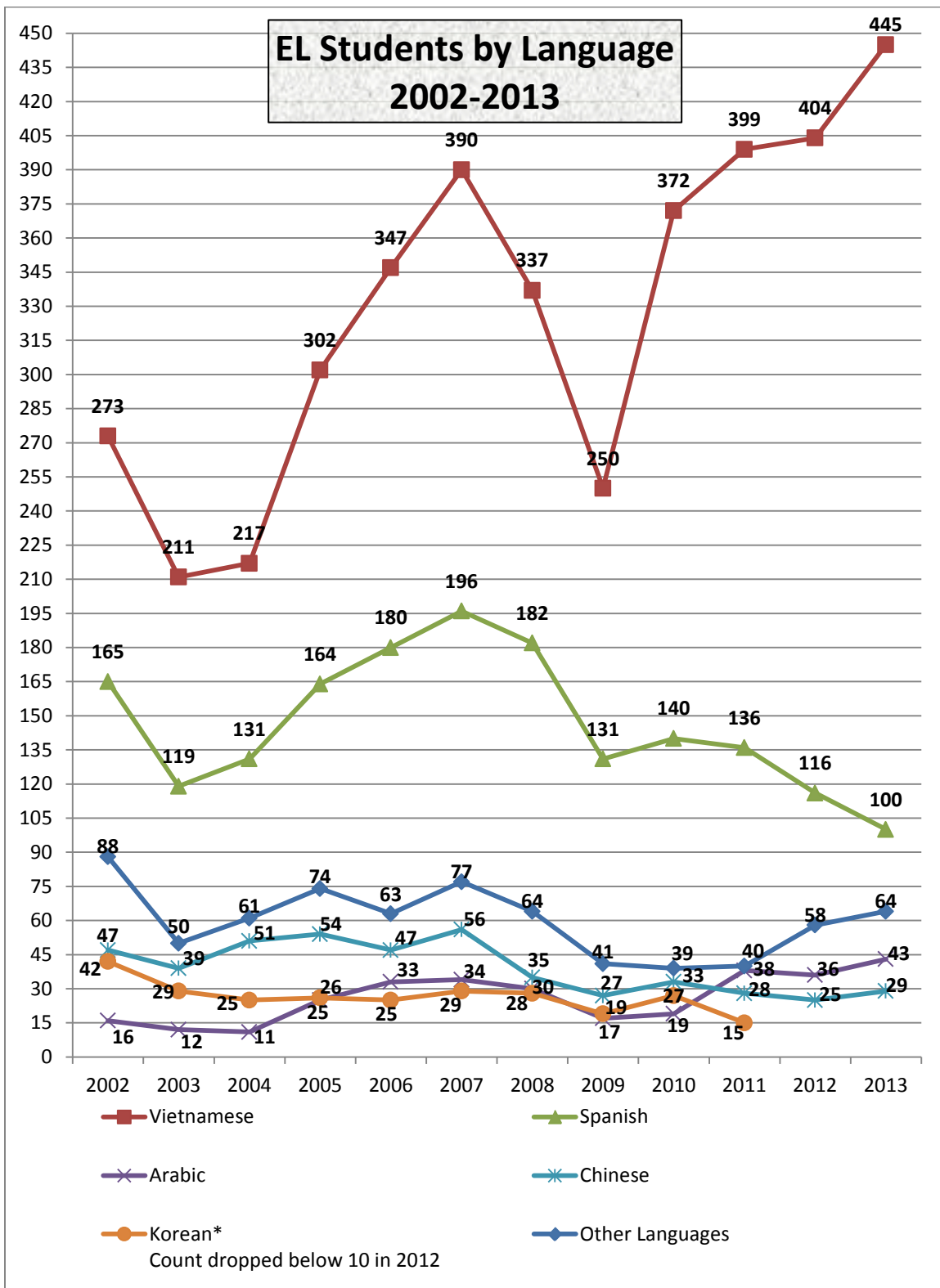
### Major Language Groups

In Fountain Valley School District (FVSD), there were 37 different languages spoken by our ELs in 2012-2013. ELs accounted for 11% of the total student enrollment (681 out of 6,431). Within the EL population, 65% spoke Vietnamese as their primary language (445), 14% spoke Spanish (100), 7% Arabic (43), 4% Chinese (29), 1% Korean, (5), and the remaining 9% spoke "Other" languages (59).

Language	2013 Number of ELs	2013 Percent of ELs	2012 Number of ELs	2012 Percent of ELs	2011 Number of ELs	2011 Percent of ELs
<b>Vietnamese</b>	445	65%	404	63%	400	61%
<b>Spanish</b>	100	14%	116	18%	133	20%
<b>Arabic</b>	43	7%	36	6%	38	6%
<b>Chinese</b> (Cantonese/Chaozhou Mandarin/Taiwanese)	29	4%	25	4%	28	4%
<b>Korean</b>	5	1%	6	1%	14	2%
<b>Other</b>	59	9%	52	8%	43	7%
<b>Total</b>	681	100%	639	100%	656	100%

Source: Aeries SIS 04/08/2013

While there were two years of decline, Vietnamese overall has been on the rise over the last 10 years. Every year since 2011-2012, Vietnamese has exceeded the 10-year high. The 2012-2013 Vietnamese enrollment of 445 demonstrates growth of 195 students in five school years. Arabic is also at an all time high with 43 students. Chinese continues to hover around 30 (in 2012-2013 there were 29 students) and Spanish continues to decline. Over the last 12 years, Spanish has been as high as 196 (2006-2007) and as low as 100 (2012-2013).



Source: March R-30 2012, Aeries SIS 2013

The majority of ELs (93%) have attended FVSD schools five years or less. Almost half (46%) have attended one year or less and almost two-thirds (74%) two 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.

Years In Program	Grade Level									Total	Percent
	K	1	2	3	4	5	6	7	8		
1 year or less	150	107	10	15	15	36	24	55	24	436	46%
2 years or less		3	117	10	7	9	54	43	24	267	28%
3 years or less			4	69	7		2	3	1	86	9%
4 years or less				5	40	2		2	3	52	6%
5 years or less					5	27	1	4	2	39	4%
> 5 years						1	23	28	18	70	7%
<b>Total</b>	150	110	131	99	74	75	104	135	72	950	100%

Source: Aeries SIS 04/08/2013

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 2012-2013, only 8% of ELs were at the earliest stages of English language development (Beginning and Early Intermediate). Most students, 73%, were at the highest levels (Early Advanced and Advanced).

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Advanced	1 (9.0%)	30 (31.0%)	46 (37.0%)	50 (34.0%)	16 (23.0%)	19 (37.0%)	12 (30.0%)	7 (13.0%)	17 (43.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	198 (31.0%)
Early Advanced	4 (36.0%)	43 (44.0%)	48 (38.0%)	56 (38.0%)	37 (53.0%)	22 (42.0%)	10 (25.0%)	28 (52.0%)	18 (45.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	266 (42.0%)
Intermediate	4 (36.0%)	18 (19.0%)	23 (18.0%)	30 (21.0%)	13 (19.0%)	7 (13.0%)	11 (28.0%)	7 (13.0%)	5 (13.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	118 (19.0%)
Early Intermediate	1 (9.0%)	4 (4.0%)	7 (6.0%)	6 (4.0%)	3 (4.0%)	2 (4.0%)	4 (10.0%)	6 (11.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	33 (5.0%)
Beginning	1 (9.0%)	2 (2.0%)	1 (1.0%)	4 (3.0%)	1 (1.0%)	2 (4.0%)	3 (8.0%)	6 (11.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	20 (3.0%)
Number Tested	11 (100.0%)	97 (100.0%)	125 (100.0%)	146 (100.0%)	70 (100.0%)	52 (100.0%)	40 (100.0%)	54 (100.0%)	40 (100.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	635 (100.0%)

Source: DataQuest 2012-2013

### Instructional Services

During the 2012-2013 school year 114 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 comprehensible. Because most students in FVSD are at the Intermediate, Early Advanced, and Advanced levels, they participated in the English Mainstream program (526 students) and received support through the use of SDAIE. The eight students who participated in Other Instructional Services have Individualized Education Plans (IEPs), which include goals and strategies geared to address the unique needs each individual has with regards to the development of English language skills.

<b>Instructional Setting/Services</b>	<b>Number of ELs</b>	<b>Percentage of ELs</b>
<b>English Mainstream</b>	526	78%
<b>Structured English Immersion</b>	144	21%
<b>Other Instructional Services</b>	8	1%
<b>Total EL Students Served</b>	678	100%

Source: Aeries SIS 04/08/2013

### Language Fluency

The majority of students in FVSD speak English as their native language or fluently if they are bi/multi-lingual. The number of students initially fluent English proficient (I-FEP) and reclassified as fluent English proficient (R-FEP) exceeds the number of ELs (1,084 compared to 681).

<b>Language Fluency (2012-2013)</b>	<b>Number</b>
<b>Total Enrolled</b>	6,431
<b>Initial Fluent English Proficient (I-FEP)</b>	303
<b>Reclassified Fluent Proficient (R-FEP)</b>	781
<b>English Learners (LEP)</b>	681

Source: Aeries SIS 04/09/2013

### Gains in Language Proficiency

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

### Reclassification to R-FEP

Reclassification from English learner (LEP) to R-FEP is locally determined and in FVSD 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 score:



Early Advanced or Advanced overall
WITH
A reading subsection score of Early Advanced or Advanced
AND
Intermediate or higher in the speaking, listening, and writing subsections.

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 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 2012-2013 was 19.1%.

Year	Number of R-FEPs	Number of ELs	FVSD Rate	Orange County Rate	California Rate
2012-2013	123	683	19.1%	14.3%	12.2%
2011-2012	117	639	18.3%	13.2%	16.3%
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: CALPADS Spring 1 2013, March R-30, 2009-2012 and DataQuest 2008-2012

#### Profile of R-FEPs

During the 2012-2013 school year, 123 EL students were reclassified from LEP to R-FEP. More than two-thirds (81%) of these students met the FVSD goal and were reclassified within five years of enrollment in FVSD schools.

Language	Vietnamese	Spanish	Chinese	Korean	Other	Total	Percent
1 year	1				3	4	3%
2 years	7					7	6%
3 years	50	1	2	2	4	59	48%
4 years	10	1	2		1	14	11%
5 years	10	4	1		1	16	13%
6 years	2	4	1		1	8	7%
7 years	3				1	4	3%
8 years	8	3				11	9%
<b>TOTAL</b>	91	13	6	2	11	123	100%
<b>Percent of</b>	74%	11%	5%	2%	9%	100%	

Source: Aeries SIS 04/09/2013

Currently there are 781 students who have been reclassified as R-FEP at some point in their educational career. The vast majority (94%) was reclassified in their first five years in FVSD.

Language	Vietnamese	Spanish	Chinese	Korean	Other	Total	Percent
1 year	74	12	13	3	16	118	15%
2 years	79	10	9	3	13	114	15%
3 years	223	21	16	7	30	297	38%
4 years	94	13	11	1	14	133	17%
5 years	47	13	4		6	70	9%
6 years	10	9	2		2	23	3%
7 years	11	2	1		1	15	2%
8 years	8	3				11	1%
<b>TOTAL</b>	546	83	56	14	82	781	100%
<b>Percent of R-FEPs</b>	70%	11%	7%	2%	10%	100%	

Source: Aeries SIS 04/10/2013

### **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).

#### **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 and Advanced levels 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 57.5% in 2012-2013 and will hit the maximum in 2013-2014 at 59%. In 2012-2013, FVSD exceeded the target with 79.4% of ELs meeting AMAO 1.

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

##### **2012-2013**

Number of 2011 Annual CELDT Takers	635
Number/Percent with Required Prior CELDT Scores	635/100%
Number in Cohort Meeting Annual Growth Target	504
Percent Meeting AMAO 1 in LEA	79.4%
2011-2012 Target	57.5%
<b>Met Target for AMAO 1</b>	<b>Yes</b>

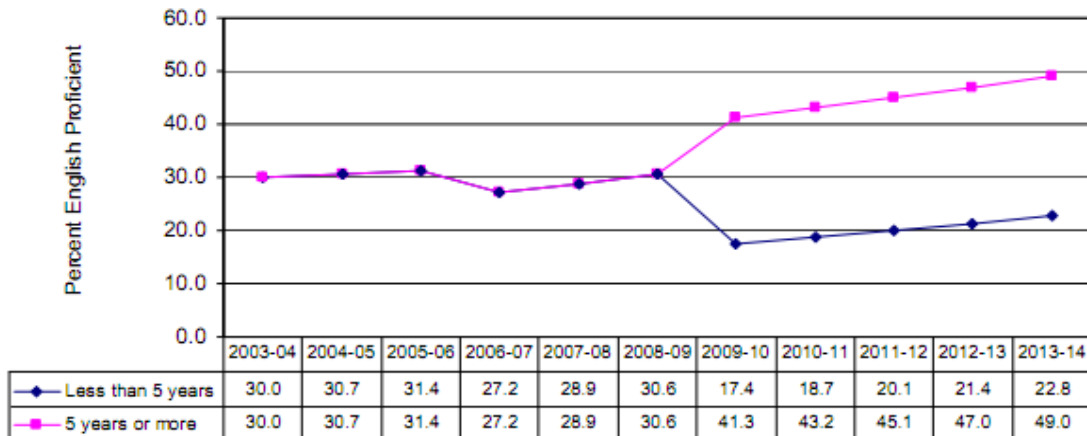
*Source: DataQuest, 2012-2013*

#### **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 2012-2013.

**Figure 2. Targets for AMAO 2**



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

**Less than 5 Years Cohort**

Number of 2012-13 English Learners in Cohort	626
Number in Cohort Attaining the English Proficient Level	326
Percent in Cohort Attaining the English Proficient Level	52.1%
2012-2013 Target	21.4%
Cohort Met Target	Yes

**5 Years or More Cohort**

Number of 2012-13 English Learners in Cohort	162
Number in Cohort Attaining the English Proficient Level	120
Percent in Cohort Attaining the English Proficient Level	74.1%
2012-2013 Target	47.0%
Cohort Met Target	Yes

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

*Source: DataQuest, 2012-2013*

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 apply to the EL subgroup used for AMAO 3.

**2012 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%	89.2%	89.5%

**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 No

**Mathematics**

Met Participation Rate for English Learner Subgroup Yes

Met Percent Proficient or Above for English Learner Subgroup No

**Met Target for AMAO 3 No**

*Source: DataQuest, 2012-2013*

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 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. For the first time, FVSD did not meet all three AMAOs and met the State mandate notifying parents of ELs. At this time FVSD is not required to have an improvement plan in place. For additional information, please contact the Office of Assessment and Accountability.

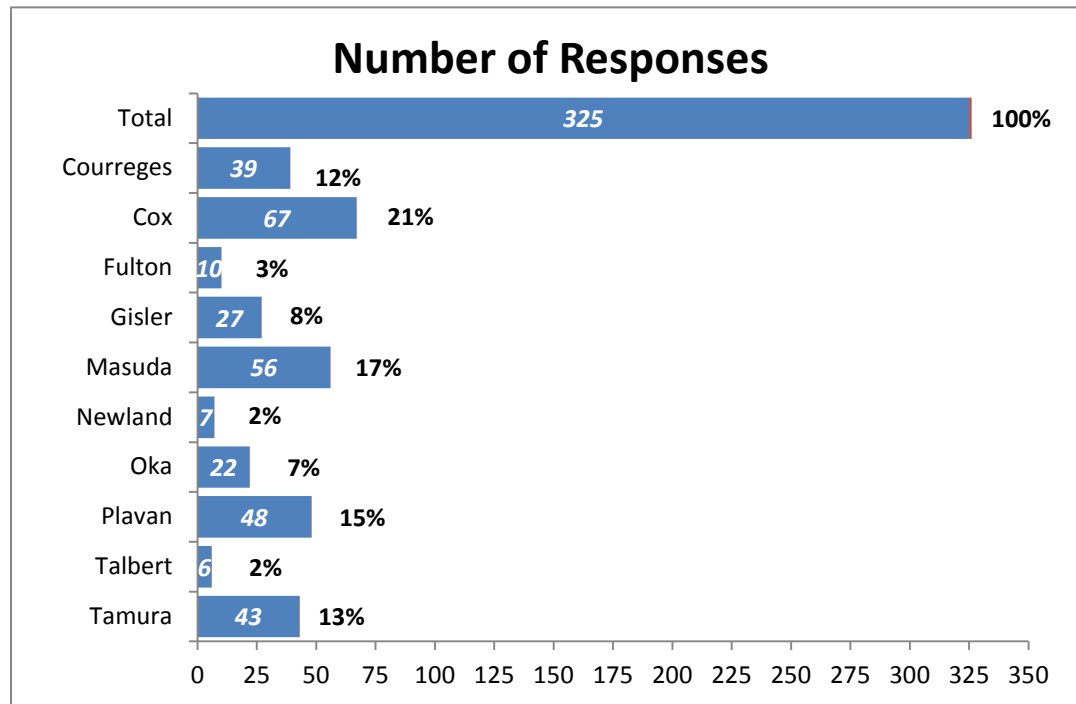
Survey Results

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 included in the EL portion of the

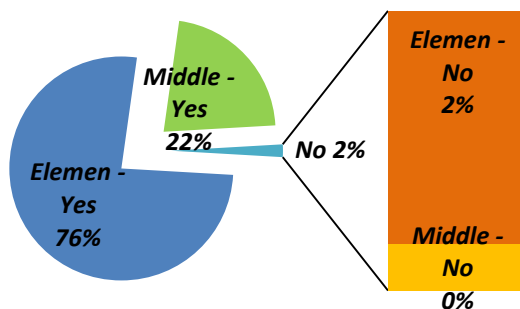
## Program Effectiveness analysis.

### Parent Survey Results

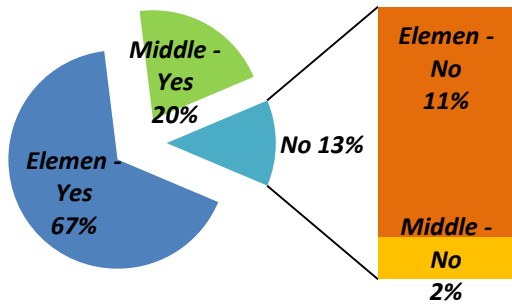
Paper surveys were sent home with ELs toward the end of the 2012-2013 school year, 325 were returned. The actual number of families represented is difficult to determine because the survey is confidential and in some instances there is more than one EL student in the household. The first chart illustrates the number of surveys returned at each school. As expected the schools with the highest numbers of ELs also had the highest number of surveys returned.



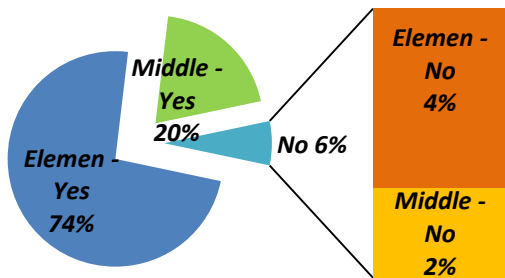
Parents overwhelmingly indicated (98%) their child's understanding of English improved over the course of the school year.



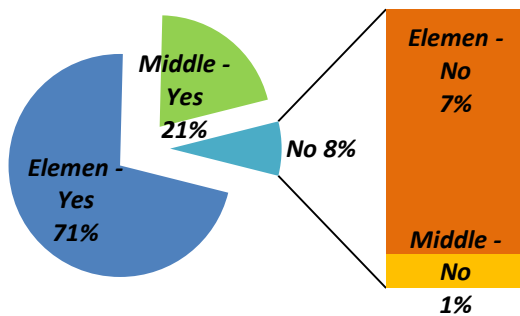
The vast majority (87%) also indicated they believed their child would be reclassified as fluent within five years of enrollment in FVSD schools.



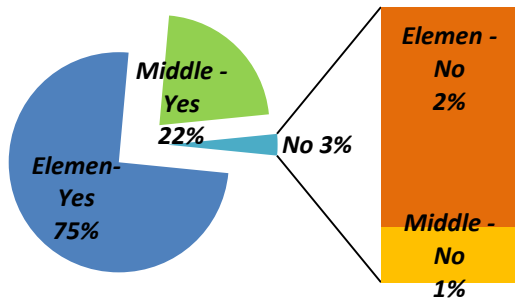
The majority of parents (94%) reported their child's teacher communicates with them about their child's English development.



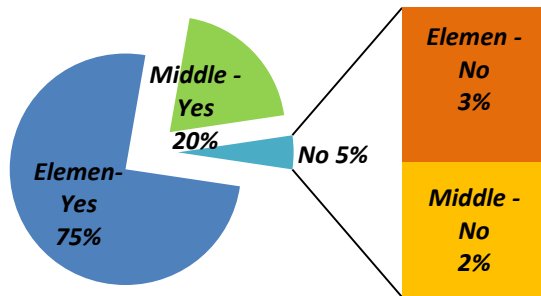
Most (92%) indicated District communication helps them understand how well their child has mastered English.



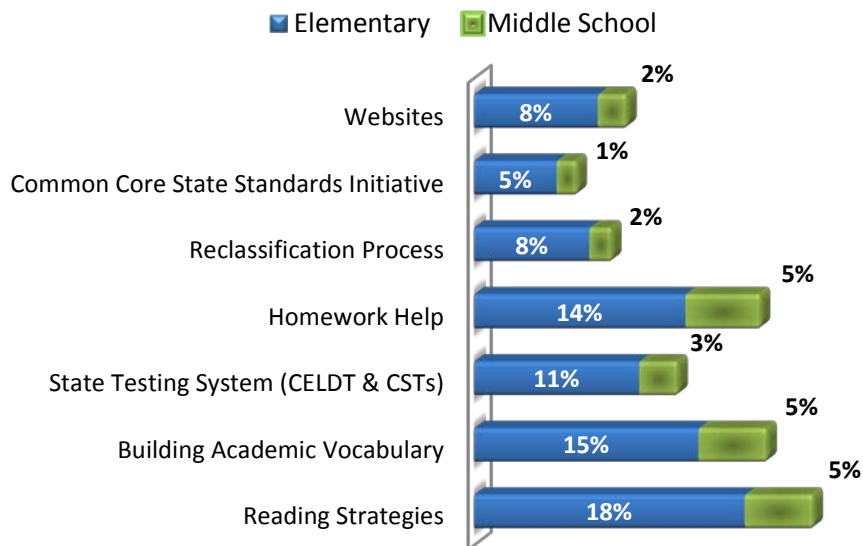
Parents also highly reported (97%) that the automated phone calls helped keep them informed about the school and District.



Most (95%) also found the messages easy to understand.



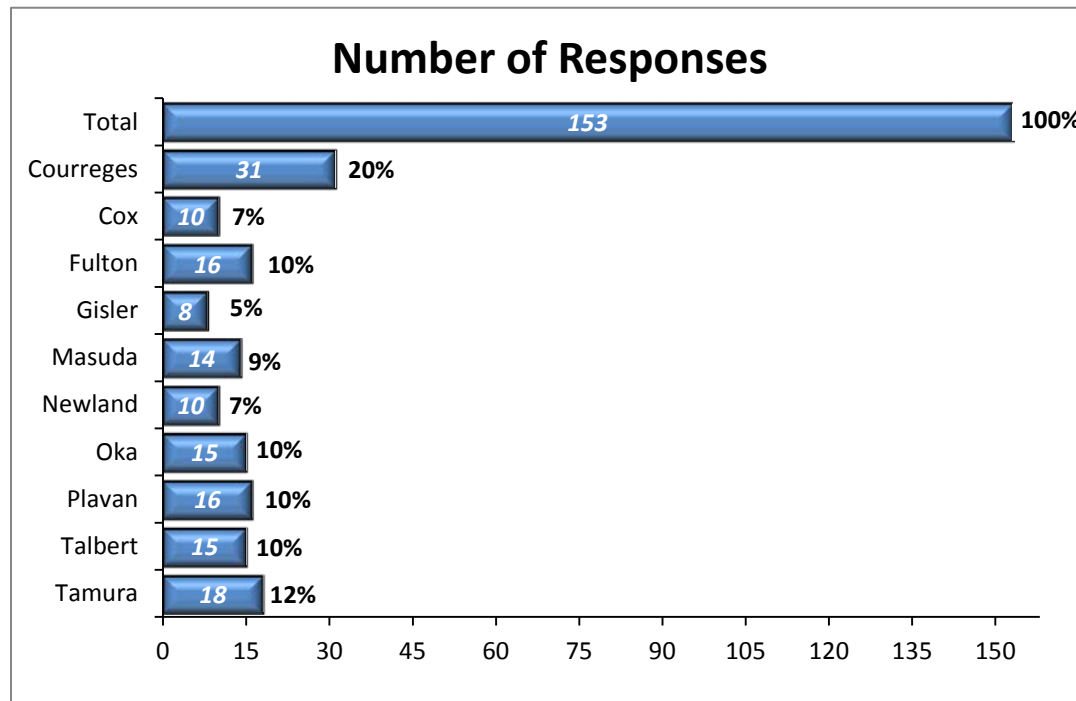
When asked about what topics parents would like considered for workshops in the future reading strategies, building academic vocabulary, and homework help came out on top.





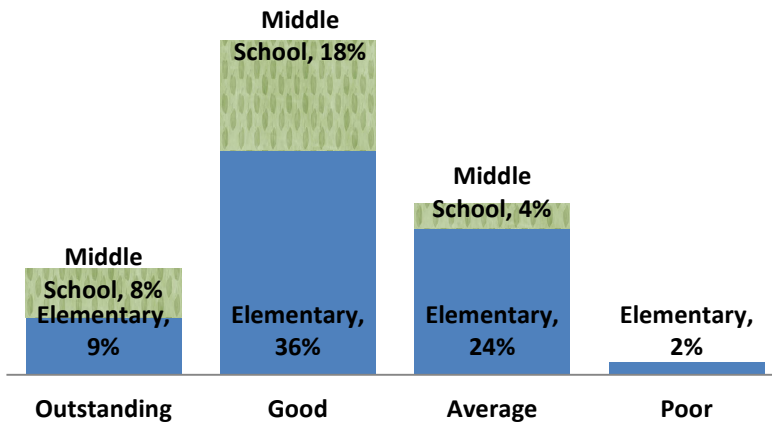
## Teacher Survey Results

Teachers were emailed a request to complete an online survey towards the end of the

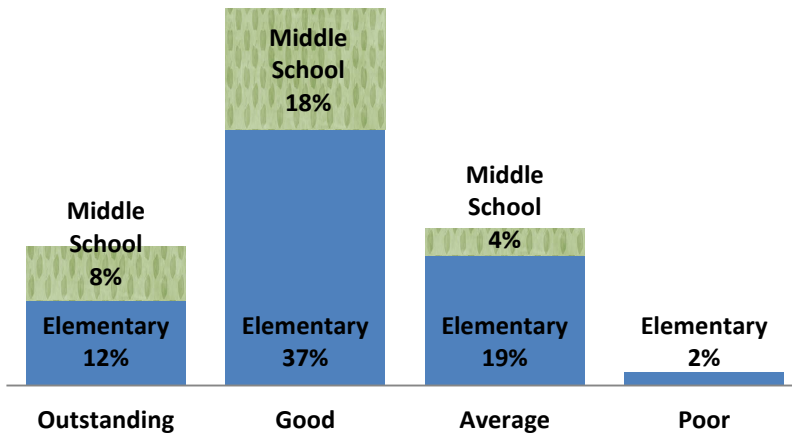


2012-2013 school year. Over half responded (153 out of approximately 250).

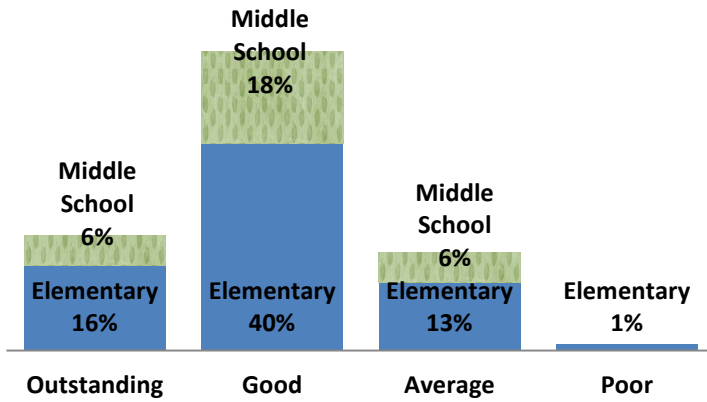
The majority of teachers (54%) indicated ELs receive good academic support and instruction district wide. Only 2% felt they receive poor support and instruction.



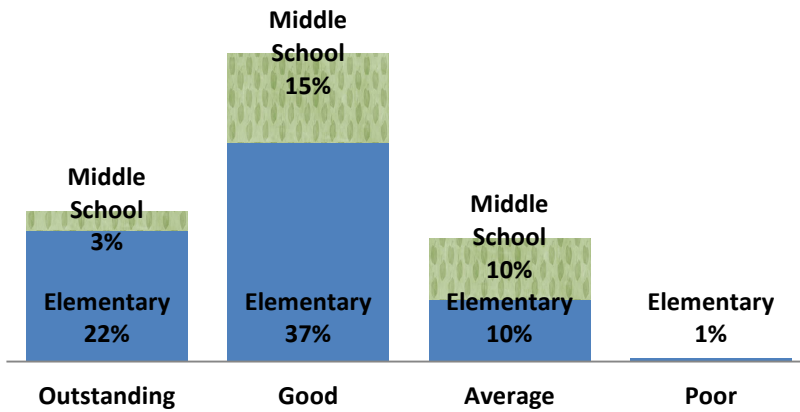
At the school level, roughly half (55%) also thought students received good academic support and instruction. Once again, only 2% felt ELs received poor academic support and instruction. Results were similar for grade level/department comparisons as well (22% outstanding, 51% good, 23% adequate, and 2% poor).



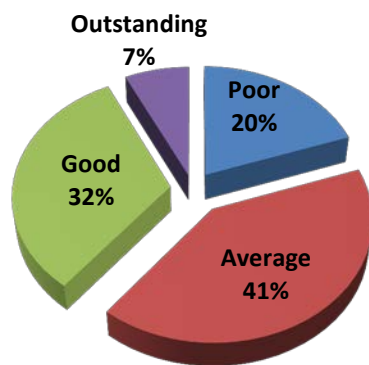
Teachers overwhelmingly feel prepared to meet the needs of their students with 80% reporting outstanding or good.



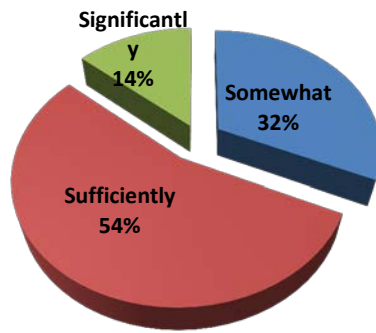
More than two-thirds of teachers (79%) described their implementation of SDAIE strategies in their classroom as either outstanding or good.



The impact of Differentiated Instruction and Kevin Feldman’s engagement strategies were also solicited in the survey. Teachers from Gisler, Newland, Plavan, and Tamura responded to the question, “To what extent do you feel Differentiated Instruction helps meet the needs of English learners in your classroom?” Over two-thirds (80%) reported it was outstanding, good, or average.



When middle school teachers were asked to rate the extent to which Kevin Feldman’s engagement strategies help increase the level of participation by English learners, every respondent indicated it helped at least somewhat. Not one indicated that it did not help.



The majority (70%) of teachers knew which students were ELs as well as those students' CELDT levels without referencing paperwork. However, only 36% always or oftentimes used those results to guide instruction. More than 80% indicated that receiving the unofficial CELDT scores earlier than normal increased their ability to use the results to guide instruction significantly, sufficiently, or somewhat.

### **OBSERVATIONS AND ADDITIONAL CONSIDERATIONS**

In addition to the demographic information, achievement data, and survey results, input was sought from parents at the District English Language Advisory Committee (DELAC).

- ▶ Demographic
  - ✓ Cox, Fulton, Masuda, Plavan, and Tamura are required to translate documents into Vietnamese.
  - ✓ Spanish interpretation and translation is still available at the District. However, in the 2012/2013 school year it was reduced from 36 hours a week to 24 hours.
  - ✓ Demographic changes resulted in bilingual tutor staffing adjustments to ensure parity between student needs and appropriate support. In 2012/2013, Vietnamese bilingual tutors were added to Courreges and Gisler. Mandarin Chinese was added at Masuda and Spanish eliminated. The Arabic bilingual tutor that was split between three sites in 2011/2012 was assigned solely to Masuda. A second Arabic bilingual tutor was hired and was split between Cox and Plavan. Oka switched from a Spanish speaking bilingual tutor to a Vietnamese speaking one.
- ▶ 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, continue to be served at the schools with bilingual tutors (when primary language support is available).
  - ✓ Newcomers to the United States continue to receive primary language support (when the language is available) for the first approximate six weeks of enrollment in FVSD schools. At grades five and eight, more intensive support is provided whenever possible.
  - ✓ New English Language Development (ELD) Standards were adopted by the California Department of Education. However, a Framework has yet to be developed and there is no available curriculum. ELD materials and instruction continues to be problematic and likely will be until all the necessary components are developed.

- ▶ **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, 19% of ELs were not reclassified within this time frame.
  - ✓ Continue to closely monitor reclassification rates. The percentage of reclassified Spanish ELs is lower than their representation in the EL group (14% compared to 11%). In contrast, the percentage of Vietnamese, Chinese, and Korean reclassified meets or exceeds their representation in the EL group (74% compared to 65%, 5% compared to 4%, and 2% compared to 1%).
- ▶ **AMAOs**
  - ✓ Continue to monitor AMAO 1 and AMAO 2.
  - ✓ AMAO 3 was not met for the first time in 2012/2013. Due to a change in the State mandated testing, this status will remain for two school years. When the new testing system is in place, AMAO 3 will be adjusted accordingly and then once again goals can be set.
- ▶ **Survey Findings**
  - ✓ Overall parent results indicated satisfaction with the EL program in FVSD.
  - ✓ Continue to strive to improve and increase parent participation in the District EL Parent training.
  - ✓ Infuse questions on the parent survey about parent involvement on school English Learner Advisory Committees (ELAC) and the District English Learner Advisory Committees (DELAC).
  - ✓ Teachers reported high levels of confidence in the EL program at their schools and in the District.
  - ✓ Continue to find ways to help improve elementary teachers' ability to meet the needs of ELs during Differentiated Instruction.
  - ✓ Continue to provide unofficial CELDT scores in the fall.
  - ✓ Begin to research ways to provide professional development on the new ELD standards and strategies to use CELDT results to guide instruction.
- ▶ **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.
  - ✓ 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.

## 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. This has resulted in the identification of Cox as the elementary school and Masuda as the middle school. 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 2012/2013. 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 Intervention Teachers provide services to target students, one full-time at Cox and one part-time at Masuda.

### 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 Intervention

Teacher, and/or other staff members.

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 fifth grade students, an informal reading assessment is conducted called the Dynamic Indicator of Basic Early Literacy Skills Next (DIBELS NEXT). 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.

As they strive to meet each individual's unique needs Reading Intervention Teachers:

- ✓ 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 in reading.
- ✓ 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 the Reading Intervention Teachers work together to identify participants. Referrals are based on the criteria below and validated during the screening administered by the Reading Intervention Teacher:

Grade One:

- ✓ Child scored below Tier I cut scores on DIBELS NEXT,
- ✓ 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 NEXT,
- ✓ 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).

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 Intervention Teacher.

Evaluation of student progress: Students are assessed when they first enter the program and then progress is measured on a regular basis thereafter. It is formally reported to the teacher and parent(s) at progress report and report card times. Informally student progress is communicated, in person, by phone, note, or email. In person meetings occur during parent-teacher conferences and when a parent, the Reading Intervention Teacher, or classroom teacher deem it necessary.

Parent Involvement: FVSD recognizes and values 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 Intervention Teacher 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.

#### 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 and is an arena where input is sought with regards to the effectiveness of the Title I Reading Program. The findings, along with the results of the Title I survey, 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 NEXT (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 Intervention Teachers 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.

#### 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 NEXT is the primary tool to determine effectiveness for first grade. DIBELS NEXT 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 NEXT. 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 NEXT)**

### **First Grade**

First grade DIBELS NEXT results were mixed. Nonsense Word Fluency – Correct Letter Sounds results were relatively flat with 50% scoring At or Above Benchmark on the beginning assessment and 53% on the end. However, when it came to Nonsense Word Fluency – Whole Words Read, there was significant improvement with 43% scoring At or Above Benchmark at the beginning, 75% at the middle, and 71% at the end. Nonsense Word Fluency involves decoding invented short vowel words.

#### **DIBELS Next Benchmark Summary Report**

02/06/2014

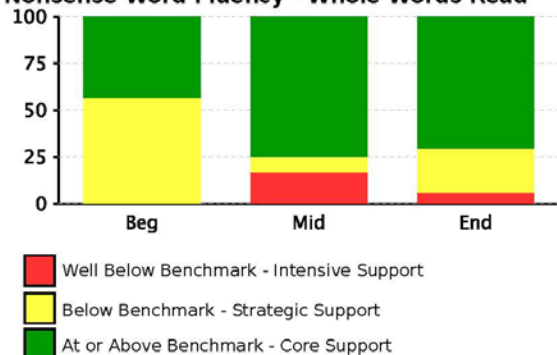
DIBELS Next Grade 1 End  
FVSD District

#### **Nonsense Word Fluency - Correct Letter Sounds**



	Beg	Middle	End
At or Above Benchmark	<b>50%</b> 12	<b>46%</b> 11	<b>53%</b> 9
Below Benchmark	<b>33%</b> 8	<b>25%</b> 6	<b>12%</b> 2
Well Below Benchmark	<b>17%</b> 4	<b>29%</b> 7	<b>35%</b> 6
Total # of Students	24	24	17
Avg Score	29	46	61

#### **Nonsense Word Fluency - Whole Words Read**



	Beg	Middle	End
At or Above Benchmark	<b>43%</b> 10	<b>75%</b> 18	<b>71%</b> 12
Below Benchmark	<b>57%</b> 13	<b>8%</b> 2	<b>24%</b> 4
Well Below Benchmark	<b>0%</b> 0	<b>17%</b> 4	<b>6%</b> 1
Total # of Students	23	24	17
Avg Score	2	12	19

### **Second Grade**

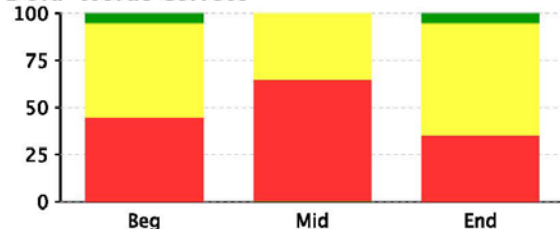
Second grade DIBELS NEXT results demonstrate some student progress in DIBELS Oral Reading Fluency (DORF) Accuracy. The percent of students At or Above Benchmark was 20% during the beginning assessment and 35% at the end. There was

little to no change in the percentage of students who scored in each band on DORF Words Correct. Accuracy measures the extent to which the student decodes each word accurately whereas Words Correct measures the total number of words read in one minute.

**DIBELS Next Benchmark Summary Report**  
 DIBELS Next Grade 2 End  
 FVSD District

02/06/2014

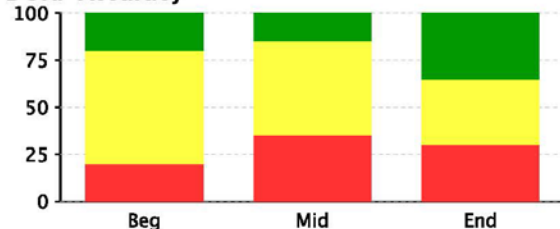
**DORF Words Correct**



- Well Below Benchmark - Intensive Support
- Below Benchmark - Strategic Support
- At or Above Benchmark - Core Support

	Beg	Middle	End
At or Above Benchmark	5% 1	0% 0	5% 1
Below Benchmark	50% 10	35% 7	60% 12
Well Below Benchmark	45% 9	65% 13	35% 7
Total # of Students	20	20	20
Avg Score	39	47	66

**DORF Accuracy**



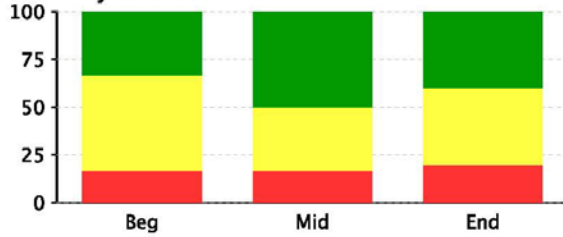
- Well Below Benchmark - Intensive Support
- Below Benchmark - Strategic Support
- At or Above Benchmark - Core Support

	Beg	Middle	End
At or Above Benchmark	20% 4	15% 3	35% 7
Below Benchmark	60% 12	50% 10	35% 7
Well Below Benchmark	20% 4	35% 7	30% 6
Total # of Students	20	20	20
Avg Score	85	89	93

Third Grade

Third grade DIBELS NEXT results should be viewed with caution because there were only six third grade students. The students demonstrated the most growth on DORF Accuracy with 17% scoring At or Above Benchmark at the beginning and 67% at the end. DAZE results demonstrated some improvement increasing from 33% at the beginning of the year to 40% at the end. DAZE is a comprehension assessment that involves reading a passage in which every seventh word is replaced with a box containing the correct word with two distractors.

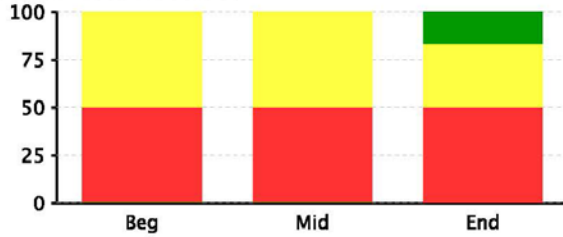
**Daze Adjusted Score**



Well Below Benchmark - Intensive Support  
 Below Benchmark - Strategic Support  
 At or Above Benchmark - Core Support

	Beg	Middle	End
At or Above Benchmark	33%	50%	40%
Below Benchmark	50%	33%	40%
Well Below Benchmark	17%	17%	20%
Total # of Students	6	6	5
Avg Score	6	11	16

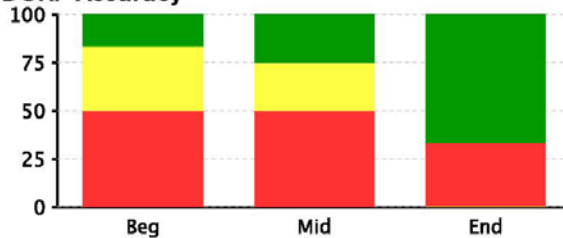
**DORF Words Correct**



Well Below Benchmark - Intensive Support  
 Below Benchmark - Strategic Support  
 At or Above Benchmark - Core Support

	Beg	Middle	End
At or Above Benchmark	0%	0%	17%
Below Benchmark	50%	50%	33%
Well Below Benchmark	50%	50%	50%
Total # of Students	6	6	6
Avg Score	48	62	80

**DORF Accuracy**



Well Below Benchmark - Intensive Support  
 Below Benchmark - Strategic Support  
 At or Above Benchmark - Core Support

	Beg	Middle	End
At or Above Benchmark	17%	25%	67%
Below Benchmark	33%	25%	0%
Well Below Benchmark	50%	50%	33%
Total # of Students	6	4	6
Avg Score	86	90	95

Fourth and Fifth Grades

Due to extremely small numbers of participants, DIBELS Next results were not reported.

**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 not a pretest, causality is impossible to identify. The more reliable and valid tool is one that is used to determine eligibility and administered consistently across grade levels. Starting in the 2012/2013 school year, DIBELS NEXT was administered to all kindergarten through fifth grade students. The test is also available for sixth grade but not used in FVSD.

During the 2012/2013 school year there were 78 students who participated in the Title I Reading program. Because 24 were first graders, only 54 took the CSTs. The majority scored Basic (59.3%). The Title I participants did not meet the Federal AYP target of 89.2% with only 13% scoring Proficient and Advanced.

<b>CST ELA 2013 Number at Each Level (Percent)</b>	
Advanced	1 (1.9%)
Proficient	6 (11.1%)
Basic	32 (59.3%)
Below Basic	11 (20.4%)
Far Below Basic	4 (7.4%)

*Source: Aeries student database*

The results were broken down by grade level. It should be noted that only second grade has sufficient participants to make generalizations. One quarter of second graders scored Proficient or Advanced and half scored Basic.

<b>CST ELA Level</b>	<b>Grade 2</b>		<b>Grade 3</b>		<b>Grade 5</b>		<b>Grade 6</b>		<b>Grade 7</b>		<b>Grade 8</b>	
	#	%	#	%	#	%	#	%	#	%	#	%
Advanced	1	5.0%	0		0		0		0		0	
Proficient	4	20.0%	0		0		1	14.3%	1	10.0%	0	
Basic	10	50.0%	5	83.3%	0		6	85.7%	5	50.0%	6	60.0%
Below Basic	3	15.0%	1	16.7%	1	100.0%	0		4	40.0%	2	20.0%
Far Below Basic	2	10.0%	0		0		0		0		2	20.0%
Total	20		6		1		7		10		10	

*Source: Aeries student database*

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). District wide, there were 1159 students who met the criteria for the SED subgroup. Of the 1159

participants, 24 participated in the Title I Reading program in the 2012/2013 school year. The SED group is expected to meet or exceed the proficiency target of 89.2%. The combined SED subgroup missed the target with 66.9% scoring Proficient or Advanced. However, when compared to the Title I group the SED subgroup scored higher by 53.9% with 13% 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 (12.5%).

Spring, 2013 ELA CST Proficiency Levels	Number (Percent) of Students at Each Level		
	SED	Title I	SED & Title I
Advanced	377 (32.5%)	1 (1.9%)	1 (4.2%)
Proficient	399 (34.4%)	6 (11.1%)	2 (8.3%)
Basic	275 (23.7%)	32 (59.3%)	14 (58.3%)
Below Basic	79 (6.8%)	11 (20.4%)	5 (20.8%)
Far Below Basic	29 (2.5%)	4 (7.4%)	2 (8.3%)
Total	1159 (24 Title I)	54 (24 SED)	24

Source: Aeries student database

### **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 achievement data and provides 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. Due to the small number of participants at middle school and low return rate, only Cox parent survey results are included and they should be viewed with caution because less than 50% participated (24/51). Parents' responses were overwhelmingly positive and not a single participant selected Strongly Disagree. In fact, there were only 3 of 15 questions that even received a single response of Disagree – "I understand why my child receives/received Title I services in the 2012/2013 school year," "I know how to help my child with his/her homework," and "I have been encouraged to volunteer at school." There were definite strengths evident in the responses, parents indicated they felt informed (20 Strongly Agree and 2 Agree), that their child received academic help when needed (21 Strongly Agree and 3 Agree), there were high standards for conduct (20 Strongly Agree and 4 Agree), and the school is safe (20 Strongly Agree and 4 Agree.) There were also some areas that have room for growth particularly as they relate to communication. These include understanding why their children receive Title I services (14 Strongly Agree, 8 Agree, and 1 Disagree), responding to calls, emails, and notes (15 Strongly Agree and 3 Agree) feeling they know what is going on at the school (13 Strongly Agree and 9 Agree), and feeling parents are involved in decision-making (15 Strongly Agree and 9 Agree). Another area that could be improved is helping parents know how to help with homework (15 Strongly Agree, 8 Agree, and 1 Disagree.) Finally, it appears that steps need to be taken to entice parents to attend the annual Title I meeting as only 6 of 24 attended.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I understand why my child receives/received Title I services in the 2012/2013 school year.	14	8	1	
2. I have been informed about my child's progress throughout the school year.	20	2		
3. My phone calls, emails, and/or notes to school staff are answered promptly.	15	3		
4. The school schedules parent/teacher conferences and/or meeting so that I can attend.	16	8		
5. I feel knowledgeable about the academic achievement expectations for my child.	19	5		
6. I feel knowledgeable about what is going on at the school.	13	9		
7. I know how to help my child with his/her homework.	15	8	1	
8. I have been given information about how I can help my child improve his/her academic achievement.	18	6		
9. My child receives additional academic help when needed.	21	3		
10. I feel that my child has made adequate progress over the course of this school year.	18	5		
11. I feel welcome when I enter the school.	18	5		
12. I have been encouraged to volunteer at school.	16	6	1	
13. I feel that parents are involved in decision-making at our school.	15	9		
14. There are high standards for student conduct.	20	4		
15. The facility is clean and inviting.	19	5		
16. The school is safe for students and staff.	20	4		

	Yes	No	N/A
17. Did you attend the annual Title I meeting in the Fall?	6	18	
18. Was the information provided at the Title I meeting helpful?	8		16

### **OBSERVATIONS AND ADDITIONAL CONSIDERATIONS**

- ▶ DIBELS Next
- ✓ In the 2012/2013 school year, FVSD transitioned from DIBELS to DIBELS Next. In addition, DIBELS Next was administered to all kindergarten through fifth grade students.

- ✓ First Grade
  - DIBELS Next results were mixed.
  - Nonsense Word Fluency – Correct Letter Sound results were flat.
  - Nonsense Word Fluency – Whole Words Read results increased significantly.
- ✓ Second Grade
  - DIBELS NEXT Oral Reading Fluency - Accuracy resulted demonstrated improvement whereas the DIBELS NEXT Oral Reading Fluency - Words Correct was unchanged.
- ✓ Third Grade
  - There were only six participants so results should be viewed with caution.
  - DIBELS NEXT Oral Reading Fluency - Accuracy results were somewhat higher as were DAZE results.
- ✓ Fourth and Fifth Grades
  - Due to extremely small numbers, no scores were reported.
- ▶ CSTs
- ✓ Overall, 13% scored Proficient or Advanced. Most students scored Basic (59.3%).
- ✓ Second grade was the only grade with sufficient numbers to make generalizations. One quarter scored Proficient or Advanced.
- ✓ In third through eighth grades, only two students scored Proficient and none scored Advanced.
- ✓ When compared to the SED group, Title I students scored significantly lower with only 13% scoring Proficient or Advanced compared to 67.9%.
- ▶ Survey Findings
- ✓ Cox parent surveys were the only ones included due to an extremely small return rate.
- ✓ Parent responses were overwhelmingly positive.
- ▶ 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.



Fountain Valley School District  
Superintendent's Office

**REGULAR MEETING OF THE BOARD OF TRUSTEES**

10055 Slater Avenue  
Fountain Valley, CA 92708

**February 6, 2014**

**MINUTES**

President Edwards called the regular meeting of the Board of Trustees to order at 5:30pm.

CALL TO ORDER

The following board members were present:

ROLL CALL

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

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

AGENDA APPROVAL

Second: Mrs. Galindo

Vote: 5-0

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

PUBLIC COMMENTS

Mrs. Edwards announced that the Board would retire into Closed Session. Action was not 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.

- **Public Employee Performance Evaluation:**  
*Government Code Section 54957 & 54957.1*  
The board will meet in closed session to discuss the annual performance evaluation of the superintendent.

The public portion of the meeting resumed at 7:00pm.

PLEDGE OF ALLEGIANCE

Boy Scout Troop 567 led the 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 each of our middle schools. From Fulton Middle School, the Board recognized Taylor Tran (6<sup>th</sup>), Alexander Wittick (6<sup>th</sup>), Cory Taylor (7<sup>th</sup>), Taylor Thomas (7<sup>th</sup>), Kent Bewley (8<sup>th</sup>), and Taylor Nguyen (8<sup>th</sup>). From Masuda Middle School the Board recognized Safa Yosafi (6<sup>th</sup>), Darren Truong (6<sup>th</sup>), Bethany Pham (7<sup>th</sup>), Jerome Dovan (7<sup>th</sup>), Vivian Bui (8<sup>th</sup>) and Gavin Longworth (8<sup>th</sup>). From Talbert Middle School the Board recognized Abby McCollam (6<sup>th</sup>), Danijela Privett (6<sup>th</sup>), Abbie Barnes (7<sup>th</sup>), Damon Harvey (7<sup>th</sup>), Michael Piepmeyer (8<sup>th</sup>) and Kelsie Chase (8<sup>th</sup>). The Board was joined by parents and staff in celebrating these students and their accomplishments.

RECOGNITION OF MIDDLE SCHOOL STUDENTS

It is an interest of the Board of Trustees to recognize outstanding parent volunteers who give generously of their time and talents to our schools. From Fulton Middle School, the Board recognized and thanked Christine Allcorn and Julia Wong. From Masuda Middle School, the Board recognized and thanked Diane Luna and Stephanie Vogen. And from Talbert Middle School the Board recognized and thanked Paige Baumgartner and Caryn Burris. The Board was joined by staff and PT members in thanking these parents for all that they do for their sites and our district.

RECOGNITION OF MIDDLE SCHOOL PARENT VOLUNTEERS

The Board of Trustees joined our community in saluting our counselors, Janet Do and Nicole Agnes, during National School Counseling Week, February 3-7, 2014, and avowed its appreciation for their ongoing commitment to the emotional health and wellbeing of our children.

APPRECIATION FOR SCHOOL COUNSELORS JANET DO AND NICOLE AGNES

**STAFF REPORTS AND PRESENTATIONS**

Assistant Superintendent, Instruction, Anne Silavs presented a

TRANSITION TO THE

review for the Board of Trustees of the transition to the Common Core State Standards for middle school mathematics in the Fountain Valley School District.

Assistant Superintendent, Instruction, Anne Silavs presented an update for the Board of Trustees on the development of the Local Control Accountability Plan for the Fountain Valley School District. She noted that this reported details our work thus far with the LCAP and we are on track to be on schedule for completion and adoption of the LCAP by June 30th.

Director, Assessment and Accountability, Dr. Julianne Hoefer reviewed the current District Technology Plan and technology needs within the Fountain Valley School District for the Board of Trustees. She reviewed technology as it relates to students, learning environments, staff devices and our infrastructure. Regarding students, she noted an expected 6:1 ratio by the end of the year. She reviewed the one-to-one pilots, noting the plan to expand to two additional schools. She also reviewed the BYOD program noting a total 29-30 classrooms participating currently. Regarding learning environments, she noted that this is the area where we have made the least progress. She reviewed the cost for document cameras, LCD projectors, SmartBoards, printers and Light Speed Sound Systems. She also reviewed staff devices and our needs in this area, noting the man hours necessary to maintain computers older than 4 years. She noted the cost for replacing the 117 teacher devices/4 schools is \$143,042 and 133 teacher devices/6 schools is \$164,000. She reviewed our infrastructure, noting that at the end of this year 5 of our schools will be better equipped to administer the SBAC, with the plan to address the remaining 5 sites next year. She reviewed the progress made in the district including a student to computer ratio of 6:1; 3 one-to-one pilot programs in place; our BYOD program expanded to 29 classrooms across 9 schools; replacement of teacher devices at 6 schools; a teacher to printer ratio of 6:1; and infrastructure upgrades at 5 schools. She noted current needs including expanding our one-to-one program; a classroom device replacement program including document cameras, LCD projectors, and Light Speed sound systems; a SmartBoard installation plan; staff device refreshment plan with immediate solution to replace teacher devices at remaining 4 schools; staff device refreshment plan with immediate solution to replace 123 staff member devices; infrastructure upgrade at 5 schools to get to 1 access point to 2-3 classrooms; infrastructure upgrade at all 10 schools to get to 1 access point to 1 classroom; and additional IT

COMMON CORE STATE  
STANDARDS, MIDDLE  
SCHOOL  
MATHEMATICS  
(WRITTEN ONLY)  
LOCAL CONTROL  
ACCOUNTABILITY  
PLAN UPDATE  
(WRITTEN ONLY)

TECHNOLOGY UPDATE  
(WRITTEN AND ORAL)

staff. Overall she noted that while we have made great gains, we still have a long way to go.

Superintendent Dr. Marc Ecker introduced Tim Carty, Piper Jaffray who reviewed current trends for funding technology in California for the Board of Trustees. Mr. Carty explained that regarding technology, while with the same goal to be out ahead of the curve in terms of providing 21<sup>st</sup> Century education, school districts either view LCFF as a sustainable source of revenue to replenish technology and keep it current over time; or, given that they cannot rely on LCFF, seek a public investment to provide a vehicle to allow them to maintain the quality of academic excellence that the district is accustomed to. While called a bond measure, it is not the bonds that we are used to thinking about and instead is more of a “pay as you go” plan, for example a 15-year plan for technology that would be funded in three-year bonds. He noted that no new bonds are sold until the old ones are paid off. For every \$1 that is borrowed there would be about \$.03 in interest paid (versus the \$2-3 per \$1 borrowed with some current bonds). He noted the community support in other districts for this new kind of public investment. Mr. Collins asked that with only 14% of the community with students in the district, how the district could gauge public support for such a public investment. Mr. Carty noted that in other districts, a lot of outreach is done including surveying the community, focusing on community attitude on technology and the future of the district for example; and one-on-one conversations with community leaders followed by a survey of the community as well.

**CURRENT TRENDS FOR  
FUNDING  
TECHNOLOGY IN  
CALIFORNIA (WRITTEN  
AND ORAL)**

**BOARD REPORTS AND COMMUNICATIONS**

Mrs. Crandall thanked Dr. Hoefler for her survey of teachers regarding their technology wants. She attended the OCSBA fiscal forecast with John Gray, the Lunar New Year celebrations at Tamura and Plavan, greeted the administrators from China touring the District Office and the visitors to Plavan, attended the Winter concerts at Newland, Oka, Plavan and Gisler, participated in the Early Entry Kindergarten meet and greet with parents at Oka for their new program, attended the District Office Souper Bowl luncheon, as well as a breakfast retraining adults for jobs at Orange Coast College, and the Chamber of Commerce luncheon, the State of the City with Michael Vo, noting that Fountain Valley was voted the #10 best city to retire and that Summerfest planning is well under way. She attended Dr. Connell’s college and career readiness presentation, the CSBA webinar on fiscal matters, and presented two Community Volunteer Academy

**BOARD REPORTS AND  
COMMUNICATIONS**

trainings for K-2<sup>nd</sup> grade math.

Mr. Templin noted that the Taste of Fountain Valley is coming up and he is excited to be there on Saturday. He commended all of the work that has been put into this by the Fountain Valley Educational Foundation. He attended his first SPC meeting, and noted his appreciation for the discussion.

Mr. Collins attended two FVEF meetings, one focusing on planning for the Taste. He noted his appreciation for the work that the FVEF has done. He also attended the ACE meeting, Tamura’s Lunar New Year, participated in a phone conference regarding the LCAP discussion in Sacramento in front of the State Board of Education, attended the OCSBA fiscal presentation, and two Chevron science workshop trainings. He commended Ms. Silavs and Dr. Hoefler for the professional developments conducted this year.

Mrs. Galindo attended the OCSBA fiscal presentation, the FVEF meeting regarding the Taste, and greeted the Chinese visitors at Plavan.

Mrs. Edwards attended the local Board presidents meeting, noting we are further along in LCAP preparations than our neighbors. She also went to Sacramento to testify before the State Board of Education regarding the LCAP, attended the Plavan Lunar New Year celebration, and greeted the Chinese visitors there today.

**PUBLIC COMMENTS**

There was one request to address the Board. The FVEF President addressed the Board regarding the District technology plan. PUBLIC COMMENTS

**LEGISLATIVE SESSION**

**Motion:** Mrs. Templin moved to adopt Resolution 2014-07: Week of the School Administrator. RESOLUTION 2014-07: WEEK OF THE SCHOOL ADMINISTRATOR

Second: Mr. Collins

Vote: 5-0

**Motion:** Mr. Collins moved to approve the Proposal to Purchase Teacher Technology. PROPOSAL TO PURCHASE TEACHER

Second: Mrs. Galindo

TECHNOLOGY

Vote: 5-0

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

CONSENT  
CALENDAR/  
ROUTINE ITEMS OF  
BUSINESS

Second: Mr. Templin

Vote: 5-0

The Consent Calendar included:

- Board Meeting Minutes from the January 9<sup>th</sup> regular meeting
- Personnel Items (Employment Functions, Workshops/Conferences, and Consultants)
- Donations
- Warrants
- Purchase Order Listing
- Budget Adjustments
- Resolution 2014-20: Authorization of Signatures on Replacement Warrants
- Resolution 2014-21: Appointment of Custodian of the Revolving Cash Fund
- Resolution 2014-22: Authorization of Approval of Vendor Claims/Orders
- Resolution 2014-23: Authorization of Signatures
- Resolution 2014-24: Authorization of Signatures on Electronically Printed Checks
- Authorization of Signatures/Facsimile Signatures (Bank of America)
- Resolution 2014-06: Resolution of Appreciation to Counselors Nicole Agnes And Janet Do
- Memorandum of Understanding Between FVSD and FVEA Regarding K-3 Class Size for 2013-14 School Year
- Notice of Layoff (Reduction In Hours) for Classified Position
- Consolidated Application for Funding Categorical Aid Programs – Winter 2013 Data Collections
- Resolution 2014-25: State Preschool Program
- OCDE Income Agreement – Common Core State Standards (CCSS)
- Pacific Coast Speech Services, Inc.
- Approval of WSCA Contract B27164
- Recreation Facility Use Agreement for Joint Use of School Facilities with City of Huntington Beach

- Non-Public Agency Contracts

Non-Public School/Agency	100% Contract Cost	Effective Dates
Cornerstone Therapies	\$960.00	1/21/2014 to 6/30/2014

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

Dr. Ecker            Thanked the Board for their mention of the LCAP and noted that he couldn’t agree more that we are ahead of the curve. He commended Ms. Silavs, Dr. Hoefer and our development team for their work.

Dr. Ecker            Noted that the Taste of Fountain Valley is this Saturday, an event he is very much looking forward to; he is thrilled with the progress being made this year. He commended Mike Davis and Lynn Davis along with the Foundation for their efforts.

Dr. Ecker            Thanked the Board for their support of the teacher computers to be purchased based on their action this evening.

Dr. Ecker            Noted how wonderful it was to see Ray Yu and our Chinese visitors at Plavan today.

Dr. Ecker            Noted as well the great site administrators that we have in this district as demonstrated by our principals this evening in our middle school extravaganza.

Dr. Ecker            Noted that at Oka he saw the use of small group instruction and rotations and our BYOD program using NewsELA, something exciting that came out of our recent trainings.

**ADJOURNMENT**

**Motion:**            Mrs. Crandall moved to adjourn the meeting at 9:33pm.

**Second:**           Mr. Templin

**Vote:**                Unanimously approved

/rl

**FOUNTAIN VALLEY SCHOOL DISTRICT  
PERSONNEL ITEMS FOR APPROVAL  
March 13, 2014**

**1.0 EMPLOYMENT FUNCTIONS:**

**1.1 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE FOLLOWING NEW CERTIFICATED EMPLOYEES ON TEMPORARY CONTRACT FOR 2013-2014 SCHOOL YEAR:**

	<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>ASSIGNMENT</u>	<u>EFFECTIVE</u>	<u>FTE</u>
1.1.1	Gissler, Karen	DO	School Readiness Nurse	02/19/2014	.50
1.1.2	Schultz, Kelly	Newland	School Nurse	03/03/2014	.40
1.1.3	Abney, Jackie	Newland	Speech & Language	04/01/2014	1.0

**1.2 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE FOLLOWING CERTIFICATED LEAVES OF ABSENCE:**

	<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>ASSIGNMENT</u>	<u>REASON</u>	<u>EFFECTIVE</u>
1.2.1	Peterson, Megan	Courreges	Speech & Language	Maternity	03/04/2014
1.2.2	Kajdasz, Jennifer	Masuda	Asst. Principal	Maternity	03/17/2014
1.2.3	Dilday, Shannon	Talbert	School Psy	Maternity	03/05/2014

**1.3 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE FOLLOWING CERTIFICATED CHANGE OF STATUS, EFFECTIVE THE FIRST DAY OF THEIR WORK YEAR 2013-2014 SCHOOL YEAR.**

	<u>EMPLOYEE</u>	<u>ASSIGNMENT</u>	<u>LOCATION</u>	<u>FROM</u>	<u>TO</u>	<u>EFFECTIVE</u>
1.3.1	O'Brien, Julia	Speech Teacher	Fulton	Prob I	Prob II	08/28/2013
1.3.2	Agnes, Nicole	School counselor	Fulton/Talbert	Prob I	Prob II	08/28/2013
1.3.3	Shubin, Elaine	School Nurse	DO	Temporary	Prob I	08/28/2013
1.3.4	Covacevich, Robert	Music	Masuda	Temporary	Prob I	08/28/2013
1.3.5	Katz, Solomon	Music	Fulton	Temporary	Prob I	08/28/2013
1.3.6	Robertson, Kristin	Music	Talbert	Temporary	Prob I	08/28/2013
1.3.7	Nguyen, Amiee	Math	Talbert	Prob I	Prob II	08/28/2013
1.3.8	Drew, Scot	PE	Fulton	Prob I	Prob II	08/28/2013
1.3.9	Parker, Robin	History/SS	Talbert	Prob I	Prob II	08/28/2013
1.3.10	Petrilla, Gary	PE	Talbert	Prob I	Prob II	08/28/2013
1.3.11	Dermenchi, Sibel	3 <sup>rd</sup> Grade	Plavan	Prob I	Prob II	08/28/2013
1.3.12	McDaniels, Michelle	3 <sup>rd</sup> Grade	Oka	Prob I	Prob II	08/28/2013
1.3.13	Rutter, Kelly	5 <sup>th</sup> Grade	Plavan	Temporary	Prob I	08/28/2013
1.3.14	Traw, Diane	1 <sup>st</sup> Grade	Cox	Temporary	Prob I	08/28/2013
1.3.15	Manthorne, Kristi	Kindergarten	Plavan	Temporary	Prob I	08/28/2013
1.3.16	Foster, Lauren	Science	Masuda	Temporary	Prob I	08/28/2013



**2.0 EMPLOYMENT FUNCTIONS**

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

	<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>ASSIGNMENT</u>	<u>EFFECTIVE</u>
2.1.1	Parekh, Rakhee	Oka	Preschool Aide	02/13/2014

2.2 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE FOLLOWING CLASSIFIED LEAVES OF ABSENCE:

	<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>ASSIGNMENT</u>	<u>REASON</u>	<u>EFFECTIVE</u>
2.2.1	Arrelano, Darlean	Courreges	ESP Aide	Medical	02/20/2014
2.2.2	Hastie, Joe	Maintenance	Main/Super	Surgery	02/13/2014
2.2.3	Beget, Alicia	Newland	Lead Behavior Asst.	Personal	03/05/2014

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

	<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>ASSIGNMENT</u>	<u>EFFECTIVE</u>
2.3.1	Caruso, Marina	Newland	IA SH/PH	01/03/2014
2.3.2	Padden, Michael	Newland	Head Custodian	01/06/2014
2.3.3	Jones, Brian	D.O.	Custodian	01/24/2014

**3.0 WORKSHOP/CONFERENCE ATTENDANCE:**

	<u>NAME</u>	<u>ATTENDING</u>	<u>LOCATION</u>	<u>COST</u>	<u>BUDGET</u>	<u>DATES</u>
3.1	Hessler, Ross	CSPCA Annual Conference	San Jose, Ca	ACTUAL & NECESSARY	012819771 -5210	02/06/2014 02/09/2014

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

March 13, 2014

**INSTRUCTION**

**4.0 APPROVAL OF ADDITIONAL DUTY REQUESTS**

	<u>NAME</u>	<u>ASSIGNMENT</u>	<u>SALARY</u>	<u>BUDGET</u>	<u>DATE</u>
4.1	JAREB, Jennifer (Fulton)	Sports Coach	\$250 stipend + benefits per sport	01-023-2989-1115	2013-2014 school year
4.2	JOHNSON, Jannette (Fulton)	Sports Coach	\$250 stipend + benefits per sport	01-023-2989-1115	2013-2014 school year
4.3	MCLEMORE, Katherine (Masuda)	Sports Coach for basketball	\$250 stipend + benefits per sport	01-014-4989-1115	2013-2014 school year
4.4	BELSITO, Tracy (CR) GERSI, Bridget (CR) MCCOMBS, Michelle (CR) HORNBUCKLE, Lisa (CX) MARTONE, Sumarlei (CX) RICHARDS, Jill (CX) SANKEY, Debra (CX) BLANKENSHIP, Marilyn (GIS) CORREA, Kelly (GIS) GONSOWSKI, Kim (GIS) BLANCHARD, Kelly (NEW) BUEHLER, Joyce (NEW) KNOTTS, Kim (NEW) ROQUEMORE, Nicole (NEW) EMERSON, Teri (OKA) PLUMMER, Brandon (OKA) HUBBARD, Randi (OKA) ANDREWS, Jennifer (PL) BURZA, Autumn (PL) MANTHORNE, Kristi (PL) ANDERSON, Martha (TA) DANIELS, Katie (TA) LOPEZ, Heather (TA) MONSOOR, Kristin (TA) SOLORZANO, Joleen (TA) (C & I)	Early Development Index (EDI) surveys by kindergarten teachers	Regular stipend rate of \$26.81 per hour, not to exceed 10 hours for surveys and 1 hour for training	01-027-9280-1115	Completed by 2/21/14

**REASON FOR LATE SUBMITTAL: Not able to get prior Board approval until completion of surveys by Feb. 21, 2014**

4.5	HARO, Jessica (GIS/TAL) (Support Services)	Speech/Language Coordinator Interventions	\$1,000.00	01-248-9860-1115	2013-2014 school year
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**5.0 INDEPENDENT CONTRACTOR AGREEMENTS/RESOLUTIONS**

	<u>NAME</u>	<u>ASSIGNMENT</u>	<u>SALARY</u>	<u>BUDGET</u>	<u>DATE</u>
5.1	PMMnP (Talbert)	Provide DJ and entertain- ment for three school dances and 8 <sup>th</sup> grade promotion party	\$6,595.00	Talbert ASB	2013-2014 school year
5.2	Ruth Hollis (C & I)	Art teacher for The Art Studio to teach 10 FVSD students during Spring Break	\$5,000.00	01-169-9275-5813	4/14 – 4/18/2014
5.3	Marilynn Manderscheid (C & I)	Help facilitate both the Monster Concert and the	\$500.00	01.609.9275.5813	3/6 and 3/11/2014

5.0 **APPROVAL OF INDEPENDENT CONTRACTOR AGREEMENTS/RESOLUTIONS (continued)**

<u>NAME</u>	<u>ASSIGNMENT</u>	<u>SALARY</u>	<u>BUDGET</u>	<u>DATE</u>
	District Art Show			

**REASON FOR LATE SUBMITTAL: Received confirmation from the consultant after the deadline for submission of Personnel Items for the February 6<sup>th</sup> Board Meeting**

6.0 **CONFERENCE/WORKSHOP ATTENDANCE**

	<u>NAME</u>	<u>ATTENDING</u>	<u>LOCATION</u>	<u>COST</u>	<u>BUDGET</u>	<u>DATE</u>
6.1	SHARPE, Diane	California School	Dana Point, CA	Actual and	13-320-7380-5210	5/4-5/6/2014
	BROWN, Suzanne (Food Services)	Nutrition Assoc. Industry Seminar		Necessary		

FOUNTAIN VALLEY SCHOOL DISTRICT  
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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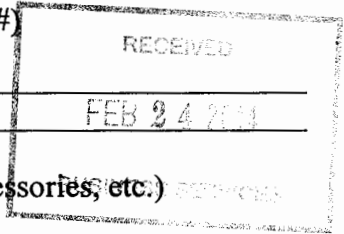
SCHOOL RECEIVING DONATION: Courreges Elementary School

NAME OF DONOR: Pacific Life Foundation

DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)  
2014 Pacific Life Foundation 3T's of Education Grant, 2/13/14, Check #12576

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: 010470000-8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 010014787-4310

INTENDED USE: (State how this will be used ) iPad Minis for K-2 classrooms

REVIEWED: [Signature] APPROVED/DISAPPROVED: 02/20/2014  
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 2/25/14  
Assistant Superintendent Business/Administration Date

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

BOARD APPROVAL DATE: 3/3/14

FOUNTAIN VALLEY SCHOOL DISTRICT  
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Courreges Elementary School

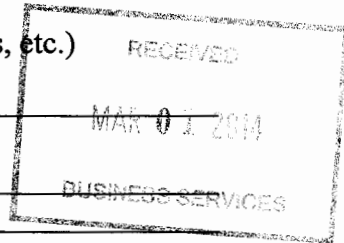
NAME OF DONOR: Walmart Corporate Giving – (Parent Donation: Shabana Albuquerque)

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.)  
702 SW 8<sup>th</sup> Street, Bentonville, AR 72716-0150, \$250.00, Check #66-156 (2/3/14)

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

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

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



REVENUE ACCT: 010470000-8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 010014787-4310

INTENDED USE: (State how this will be used ) Venus Moeller, 5<sup>th</sup> Grade Teacher  
Classroom Enhancement

REVIEWED: *C. Christ* APPROVED/DISAPPROVED: 02/27/2014  
Principal/Department Head Date

REVIEWED: *C. Smith* APPROVED/DISAPPROVED: 2/27/14  
Assistant Superintendent Business/Administration Date

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

BOARD APPROVAL DATE: 3/13/14

FOUNTAIN VALLEY SCHOOL DISTRICT  
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Cox Elementary

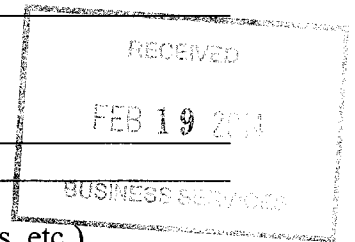
NAME OF DONOR: Heather Sievers

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.)

\$ 110.00 #3942

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: 010<sup>32</sup>~~00~~0000 -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 0100132894310

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

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

REVIEWED: [Signature] APPROVED/DISAPPROVED: [Signature] \_\_\_\_\_  
Assistant Superintendent Date 2/19/14  
Business/Administration

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

BOARD APPROVAL DATE: 3/13/14

FOUNTAIN VALLEY SCHOOL DISTRICT  
DONATION ACCEPTANCE FORM

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SCHOOL RECEIVING DONATION: Cox Elementary

NAME OF DONOR: Cox PTO

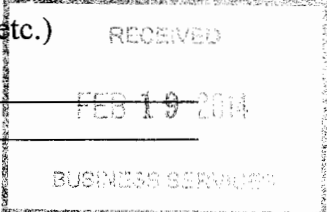
DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)

\$108.00 4367

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 <sup>032</sup> ~~000~~ 0000 -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 0100132894310

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

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

REVIEWED: [Signature] APPROVED/DISAPPROVED: \_\_\_\_\_  
Assistant Superintendent Business/Administration 2/19/14  
Date

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

BOARD APPROVAL DATE: 3/13/14

FOUNTAIN VALLEY SCHOOL DISTRICT  
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SCHOOL RECEIVING DONATION: Cox Elementary

NAME OF DONOR: AT + T

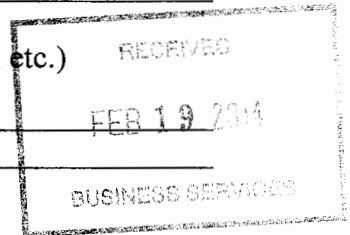
DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)

\$ 10.00 # 5600245516

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: 0100320000 -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 0100132894310

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

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

REVIEWED: [Signature] APPROVED/DISAPPROVED: \_\_\_\_\_  
Assistant Superintendent Business/Administration Date 2/19/14

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

BOARD APPROVAL DATE: 3/13/14



FOUNTAIN VALLEY SCHOOL DISTRICT  
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Cox Elementary

NAME OF DONOR: A+++

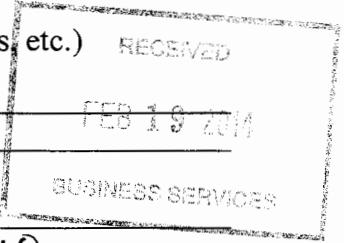
DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)

\$ 10.00 # 5600261544

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

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

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



REVENUE ACCT: 010320000 -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 0100132894310

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

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

REVIEWED: [Signature] APPROVED/DISAPPROVED: 2/18/14  
Assistant Superintendent Date  
Business/Administration

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

BOARD APPROVAL DATE: 3/13/14

FOUNTAIN VALLEY SCHOOL DISTRICT  
**DONATION ACCEPTANCE FORM**

Federal ID# 95-6001370

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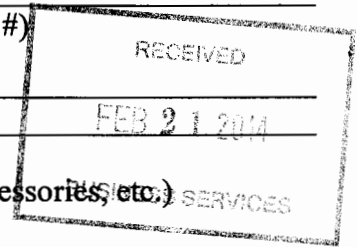
SCHOOL RECEIVING DONATION: Fulton

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.) \$223.66

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

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



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

REVENUE ACCT: 010290000-8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 010142989-5899

INTENDED USE: (State how this will be used) Cheer and soccer coach stipends and benefits

REVIEWED: [Signature] APPROVED/DISAPPROVED: APPROVED Date: 2-20-14  
Principal/Department Head

REVIEWED: [Signature] APPROVED/DISAPPROVED: APPROVED Date: 2-21-14  
Assistant Superintendent  
Business/Administration

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

BOARD APPROVAL DATE: 3/13/14

FOUNTAIN VALLEY SCHOOL DISTRICT  
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Fulton

NAME OF DONOR: Shawn & Cynthia Bragdon

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.) \$300.00

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

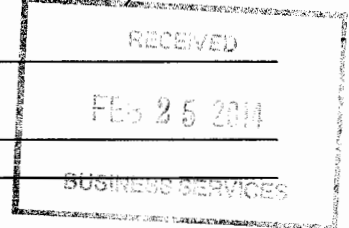
INVENTORY INFORMATION: (Include quantity, brand name, model #, serial #)

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

REVENUE ACCT: 010290000-8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 010142989-5899

INTENDED USE: (State how this will be used) Principal's discretion



REVIEWED: [Signature] APPROVED/DISAPPROVED: 2/25/14  
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 2/25/14  
Assistant Superintendent Date  
Business/Administration

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

BOARD APPROVAL DATE: 3/13/14

FOUNTAIN VALLEY SCHOOL DISTRICT  
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Gisler

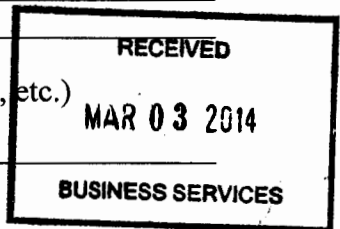
NAME OF DONOR: Gisler PTO

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.)  
\$346.83

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

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

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 - 5899

INTENDED USE: (State how this will be used ) Playground Equipment / MTM

REVIEWED: *C. C. Davis*  
Principal/Department Head

APPROVED/DISAPPROVED: 2-27-14  
Date

REVIEWED: *[Signature]*  
Assistant Superintendent  
Business/Administration

APPROVED/DISAPPROVED: 2/27/14  
Date

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

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

BOARD APPROVAL DATE: 3/13/14

FOUNTAIN VALLEY SCHOOL DISTRICT  
**DONATION ACCEPTANCE FORM**

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Gisler

NAME OF DONOR: American Education Federation, Inc.

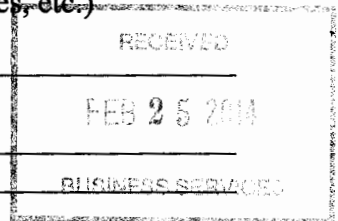
DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)  
\$640.00 check

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: 01-031-0000 -8699  
EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 01-001-3189-1114



INTENDED USE: (State how this will be used ) Release time

REVIEWED: \_\_\_\_\_ APPROVED/DISAPPROVED: \_\_\_\_\_  
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 2/25/14  
Assistant Superintendent Business Administration Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 2-24-14  
Assistant Superintendent Instruction Date

BOARD APPROVAL DATE: March 13, 2014

FOUNTAIN VALLEY SCHOOL DISTRICT  
**DONATION ACCEPTANCE FORM**

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Masuda

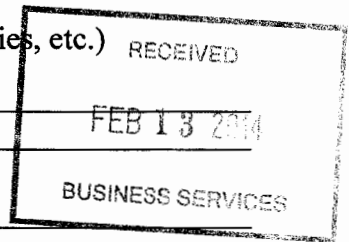
NAME OF DONOR: Pacific Life Foundation

DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)  
4000.00

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

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

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



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

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

REVIEWED: [Signature] APPROVED/DISAPPROVED: APPROVED 2/11/14  
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: APPROVED 2/13/14  
Assistant Superintendent Date  
Business/Administration

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

BOARD APPROVAL DATE: 3/13/14

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: Heather Sievers

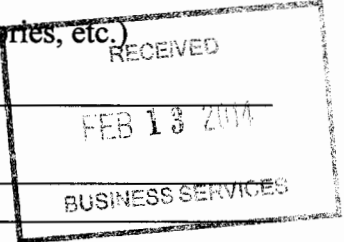
DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)  
\$110.00

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

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

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

REVENUE ACCT: 0149490000 -8699  
EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 010144989-5899



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

REVIEWED: *Adam* APPROVED APPROVED/DISAPPROVED: 2-7-14  
Principal/Department Head Date

REVIEWED: *Chen* APPROVED APPROVED/DISAPPROVED: 2/13/14  
Assistant Superintendent Date  
Business/Administration

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

BOARD APPROVAL DATE: 3/13/14

FOUNTAIN VALLEY SCHOOL DISTRICT  
**DONATION ACCEPTANCE FORM**

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Masuda

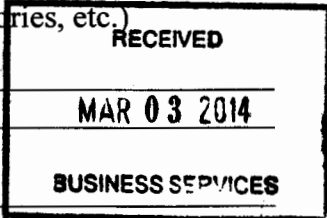
NAME OF DONOR: Fountain Valley Educational Foundation

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.)  
\$1000.00

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

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

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



REVENUE ACCT: 010490000-8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 010144989-5899

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

REVIEWED: [Signature] APPROVED/DISAPPROVED: 2-26-14  
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 3/3/14  
Assistant Superintendent Date  
Business/Administration

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

BOARD APPROVAL DATE: 3/13/14



FOUNTAIN VALLEY SCHOOL DISTRICT  
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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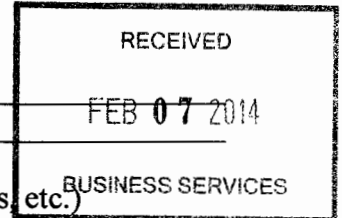
SCHOOL RECEIVING DONATION: Masuda

NAME OF DONOR: Masuda PTA

DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)  
\$1330.25

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, pay for after school clubs

REVIEWED: *Adam* APPROVED/DISAPPROVED: 2/6/14  
Principal/Department Head Date  
REVIEWED: *John* APPROVED/DISAPPROVED: 2/11/14  
Assistant Superintendent Date  
Business/Administration  
REVIEWED: \_\_\_\_\_ APPROVED/DISAPPROVED: \_\_\_\_\_  
Assistant Superintendent Date  
Instruction  
BOARD APPROVAL DATE: 3/13/14

FOUNTAIN VALLEY SCHOOL DISTRICT  
**DONATION ACCEPTANCE FORM**

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Oka

NAME OF DONOR: Wells Fargo

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

Check #1084995 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.)

REVENUE ACCT: 010013737 -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE:

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

RECEIVED
FEB 05 2014
BUSINESS SERVICES

REVIEWED: [Signature] APPROVED/DISAPPROVED: 2/3/2014

Principal/Department Head

Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 2/3/14

Assistant Superintendent  
Business/Administration

Date

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

Assistant Superintendent  
Instruction

Date

BOARD APPROVAL DATE: 3/13/14

FOUNTAIN VALLEY SCHOOL DISTRICT  
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Plavan

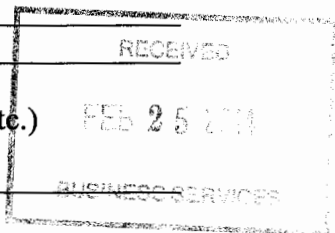
NAME OF DONOR: American Education Federation, Inc.

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.)  
\$720.00 check

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: 01-040-0000 -8699  
EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 01-001-4089-4310

INTENDED USE: (State how this will be used ) Donation Account

REVIEWED: \_\_\_\_\_ APPROVED/DISAPPROVED: \_\_\_\_\_  
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: [Signature] 2/25/14  
Assistant Superintendent Business/Administration Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: [Signature] 2-24-14  
Assistant Superintendent Instruction Date

BOARD APPROVAL DATE: March 13, 2014

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.

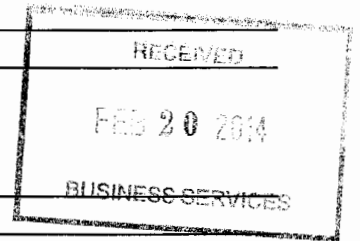
SCHOOL RECEIVING DONATION: Talbert Middle School

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.)  
\$3,870.86 check # 3797

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: 010380000-8699

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

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

REVIEWED: [Signature] APPROVED/DISAPPROVED: APPROVED 2/19/14  
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: APPROVED 2/21/14  
Assistant Superintendent Date  
Business/Administration

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

BOARD APPROVAL DATE: 3/13/14

FOUNTAIN VALLEY SCHOOL DISTRICT  
**DONATION ACCEPTANCE FORM**

Federal ID# 95-6001370

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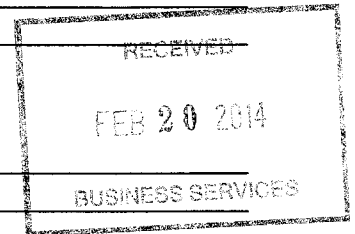
SCHOOL RECEIVING DONATION: Talbert Middle School

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.)  
\$2,674.16 check # 3795

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 coach stipends and substitutes for the district sports tournament.

REVIEWED: [Signature] APPROVED/DISAPPROVED: 2/19/14  
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 2-21-14  
Assistant Superintendent Date  
Business/Administration

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

BOARD APPROVAL DATE: 3/13/14

FOUNTAIN VALLEY SCHOOL DISTRICT  
**DONATION ACCEPTANCE FORM**

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Talbert Middle School

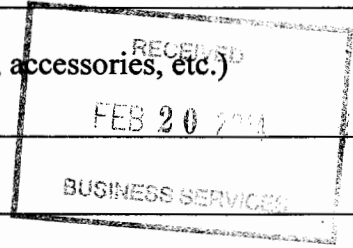
NAME OF DONOR: Talbert PTO

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.)  
\$288.74 check # 3794

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

INVENTORY INFORMATION: (Include quantity, brand name, model #, serial #)  
One MonMount LCD Mobile TV Cart

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



REVENUE ACCT: 010380000-8699  
EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 010143889-4310

INTENDED USE: (State how this will be used) To pay for a TV cart for the second TV

REVIEWED: [Signature] APPROVED/DISAPPROVED: APPROVED 2/19/14  
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: APPROVED 2/21/14  
Assistant Superintendent Date  
Business/Administration

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

BOARD APPROVAL DATE: 3/13/14

FOUNTAIN VALLEY SCHOOL DISTRICT  
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Tamura Elementary

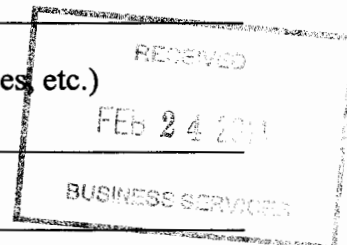
NAME OF DONOR: Tamura PTO

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.)  
\$82.07 Check #3433

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: 010100000 -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 010011010 - 4310

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

REVIEWED: Kathy M APPROVED/DISAPPROVED: 2/21/2014  
Principal/Department Head Date

REVIEWED: Chen APPROVED/DISAPPROVED: 2/25/14  
Assistant Superintendent Business/Administration Date

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

BOARD APPROVAL DATE: 3/13/14

FOUNTAIN VALLEY SCHOOL DISTRICT  
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Tamura Elementary

NAME OF DONOR: PTO

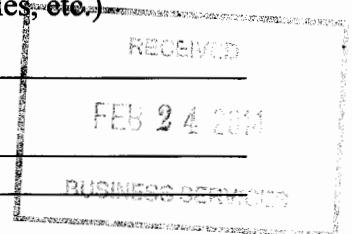
DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)  
\$3,207.36 Check #3431

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: 010100000 - 8699  
EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 010011089 5811



INTENDED USE: (State how this will be used) Transportation for 5<sup>th</sup> Grade Outdoor Science School to Calvary Chapel Camp

REVIEWED: [Signature] APPROVED/DISAPPROVED: 2/21/14  
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 2/25/14  
Assistant Superintendent Date  
Business/Administration

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

BOARD APPROVAL DATE: 3/13/14



FOUNTAIN VALLEY SCHOOL DISTRICT  
**DONATION ACCEPTANCE FORM**

Federal ID# 95-6001370

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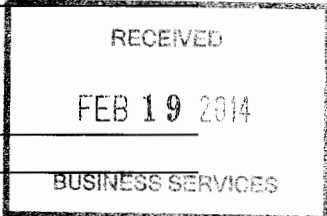
SCHOOL RECEIVING DONATION: Tamura Elementary

NAME OF DONOR: Tustin Lexus

DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)  
\$50.00 Check #229051

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: 010100000 -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 010011010 4310

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

REVIEWED: *Katrina De* APPROVED/DISAPPROVED: 2/14/14  
Principal/Department Head Date

REVIEWED: *C. Hill* APPROVED/DISAPPROVED: 2/17/14  
Assistant Superintendent Date  
Business/Administration

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

BOARD APPROVAL DATE: 3/13/14

FOUNTAIN VALLEY SCHOOL DISTRICT  
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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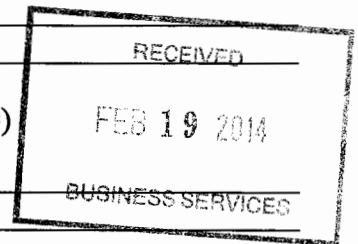
SCHOOL RECEIVING DONATION: Tamura Elementary

NAME OF DONOR: Tamura 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.)  
\$58.85 Check #3418

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: 010100000 -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 010011010 - 4310

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

REVIEWED: [Signature] APPROVED/DISAPPROVED: 2/13/2014  
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 2/19/14  
Assistant Superintendent Business/Administration Date

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

BOARD APPROVAL DATE: 3/13/14

FOUNTAIN VALLEY SCHOOL DISTRICT  
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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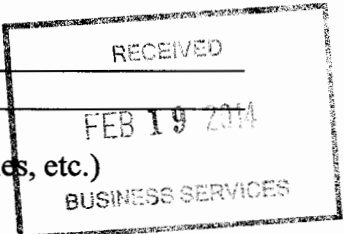
SCHOOL RECEIVING DONATION: Tamura Elementary

NAME OF DONOR: Merck Partnership for Giving

DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)  
\$46.20 Check #308937

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: 010100000 -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 010011010 - 4310

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

REVIEWED: *Kathy B.* APPROVED/DISAPPROVED: 2/13/14  
Principal/Department Head Date

REVIEWED: *[Signature]* APPROVED/DISAPPROVED: 2/19/14  
Assistant Superintendent Business/Administration Date

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

BOARD APPROVAL DATE: 3/13/14

**FOUNTAIN VALLEY SCHOOL DISTRICT**

TO: CHRISTINE FULLERTON  
FROM: MARTHA LOCKWOOD  
SUBJECT: WARRANT LISTING BOARD MEETING – MARCH 13, 2014  
DATES 01/28/14 – 03/04/14  
WARRANT NUMBERS 64510 - 64903

01 GENERAL	\$	360,355.69
12 CHILD DEVELOPMENT	\$	17,374.67
13 CAFETERIA	\$	73,596.27
14 DEFERRED MAINTENANCE	\$	0
25 CAPITAL FACILITIES	\$	53,557.07
35 SCHOOL FACILITIES	\$	0
40 SPECIAL RESERVE	\$	47,321.87
68 WORKERS COMPENSATION	\$	59,760.06
69 INSURANCE	\$	637,052.42
TOTAL	\$	<b>1,249,018.05</b>

# FOUNTAIN VALLEY SD

## PURCHASE ORDER DETAIL REPORT BY FUND BOARD OF TRUSTEES MEETING 03/13/2014

FROM 01/29/2014 TO 03/04/2014

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
H20M4211	ADVANCED GAS PRODUCTS	159.76	159.76	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
H20M4215	DAVE BANG ASSOCIATES	500.00	500.00	012879390 4347	Vandalism / Repair & Upkeep Equip Supplies
H20M4216	DEWALT-PORTER CABLE-DELTA SERV	100.00	100.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
H20M4217	GRAINGER INC.	643.36	643.36	012889390 4347	Custodial / Repair & Upkeep Equip Supplies
H20M4218	ALLIED REFRIGERATION INC.	200.00	200.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
H20M4219	ALLIED REFRIGERATION INC.	400.00	400.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
H20M4220	OC DESIGN SPECIALIST-BUDGET BL	550.97	550.97	012879390 4347	Vandalism / Repair & Upkeep Equip Supplies
H20M4222	KIMBALL MIDWEST	275.00	275.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
H20M4223	COMPONENTS CENTER	245.00	245.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
H20M4224	TROXELL COMMUNICATIONS INC.	2,894.00	2,894.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
H20M4229	STAPLES	529.08	529.08	014869390 4325	STAR Building DO-Routine Maint / Office Supplies
H20M4230	GRUETT TREE COMPANY INC	425.00	425.00	012899390 5645	Gardening / Outside Srvs-Repairs & Mainten
H20M4231	EBERHARD EQUIPMENT	2,113.26	2,113.26	012899390 4347	Gardening / Repair & Upkeep Equip Supplies
H20M4232	TURF STAR INC.	600.00	600.00	012899390 4343	Gardening / Gardening Supplies
H20M4234	CITY OF FOUNTAIN VALLEY	25.00	25.00	012869390 6222	Maintenance / Inspection Svcs Bldg Improve
H20M4235	WESTERN EXTERMINATOR	370.00	370.00	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
H20M4251	AFFORDABLE GATE REPAIR	250.00	250.00	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
H20M4253	BAGHOUSE.COM CORP	650.00	650.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
H20M4254	ROBERT SKEELS & COMPANY	2,250.00	2,250.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
H20R0882	STAPLES	45.35	45.35	010014089 4310	Donations - Plavan / Instructional Supplies
H20R0908	SCHOOL SPECIALTY	53.95	53.95	010013131 4310	Sch Site Instr - Gisler / Instructional Supplies
H20R0911	PERMA-BOUND BOOKS	300.00	300.00	011514788 4210	FVEF Sch Site Grants - Courreg / Library Books
H20R0912	SCANTRON	820.11	820.11	010143838 4310	Sch Site Instr - Talbert / Instructional Supplies
H20R0914	TECHNOLOGY INTEGRATION	1,001.49	1,001.49	010013131 4310	Sch Site Instr - Gisler / Instructional Supplies
H20R0915	AMERICAN SOLUTIONS FOR BUSINES	603.94	603.94	010269275 4310	School Readiness Init Admin / Instructional Supplies
H20R0916	MARILYN FRIEND INC	12,150.90	12,150.90	015309860 5813	Federal Early Intervening-Inst / Consultant
H20R0919	STAPLES	200.00	200.00	010142929 4310	Sch Site Instr - Fulton / Instructional Supplies
H20R0921	MERRIAM, BOB	687.20	687.20	010142929 4311	Sch Site Instr - Fulton / Elective Supplies
H20R0922	SOUTHWEST SCHOOL AND OFFICE SU	500.00	500.00	010143838 4311	Sch Site Instr - Talbert / Elective Supplies
H20R0923	PELLETS	310.50	310.50	010143889 4310	Donations - Talbert / Instructional Supplies
H20R0924	CDWG	8.42	8.42	012719275 4325	Curriculum/Instruction Office / Office Supplies
H20R0925	STAPLES	206.07	206.07	010144949 4310	Sch Site Instr - Masuda / Instructional Supplies
H20R0926	SOUTHWEST SCHOOL AND OFFICE SU	100.00	100.00	015643160 4310	Special Ed. - Gisler S&L / Instructional Supplies

# FOUNTAIN VALLEY SD

## PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 03/13/2014

FROM 01/29/2014 TO 03/04/2014

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
H20R0927	STAPLES	81.00	81.00	015511660 4310	Special Ed. - Newland RSP / Instructional Supplies
H20R0928	CLASSROOM DIRECT / SCHOOL SPEC	135.00	135.00	015511660 4310	Special Ed. - Newland RSP / Instructional Supplies
H20R0929	SOUTHWEST SCHOOL AND OFFICE SU	243.00	243.00	015101660 4310	Special Ed. - Newland SDC / Instructional Supplies
H20R0930	SOUTHWEST SCHOOL AND OFFICE SU	162.00	162.00	010011616 4310	Sch Site Instr - Newland / Instructional Supplies
H20R0931	A1GM	300.00	300.00	010014747 4310	Sch Site Instr - Courreges / Instructional Supplies
H20R0934	CDWG	11,159.37	11,159.37	012109078 4399	Tech/Media Office Operation / Equipment Under \$500
H20R0935	SOUTHWEST SCHOOL AND OFFICE SU	108.00	108.00	015512960 4310	Special Ed. - Fulton RSP / Instructional Supplies
H20R0937	OC SEWING & VACUUM ALL BRANDS	500.00	500.00	010144949 4311	Sch Site Instr - Masuda / Elective Supplies
H20R0938	SCHOOL SPECIALTY	62.73	62.73	012059385 4325	Publications / Office Supplies
H20R0939	CALIFORNIA OFFICE SYSTEMS INC.	350.00	350.00	012059385 5645	Publications / Outside Srvs-Repairs & Mainten
H20R0940	CERTIFIED TRANSPORTATION BUS C	6,115.20	6,115.20	010143888 5811	ASB Donations Instr - Talbert / Transportation Outside Agenc
H20R0942	CERTIFIED TRANSPORTATION BUS C	1,263.60	1,263.60	010143888 5811	ASB Donations Instr - Talbert / Transportation Outside Agenc
H20R0943	BENTLEY PRINTING & GRAPHICS IN	245.78	40.96	012109078 4325	Tech/Media Office Operation / Office Supplies
			40.96	012289963 4325	MAA - Instructional / Office Supplies
			81.93	012658155 4325	Assessment and Accountability / Office Supplies
			81.93	012719380 4325	Business Department / Office Supplies
H20R0944	ARIEL SUPPLY INC.	500.00	500.00	012849380 4325	Fiscal Services / Office Supplies
H20R0945	FOREST PLYWOOD SALES	2,421.09	2,421.09	010142929 4311	Sch Site Instr - Fulton / Elective Supplies
H20R0946	SOUTHWEST SCHOOL AND OFFICE SU	216.00	216.00	011229275 4325	Common Core St Standards-Admin / Office Supplies
H20R0947	VOLOGY INC.	175.00	175.00	012109078 5899	Tech/Media Office Operation / Other Operating Expenses
H20R0948	CDWG	376.36	376.36	011219078 4320	Common Core St Standards-Tech / Computer Supplies
H20R0950	SHI INTERNATIONAL CORP	139.00	139.00	012109078 5826	Tech/Media Office Operation /
H20R0953	STAPLES	150.00	150.00	010144949 4310	Sch Site Instr - Masuda / Instructional Supplies
H20R0954	MICROSOFT CORPORATION	1,299.24	1,294.92	012109078 4410	Tech/Media Office Operation / Fixed Assets \$500-\$5000
			4.32	012109078 5899	Tech/Media Office Operation / Other Operating Expenses
H20R0955	MAGENTA COMPUTER CENTER	48.60	48.60	012109078 4320	Tech/Media Office Operation / Computer Supplies
H20R0956	CERTIFIED TRANSPORTATION BUS C	2,462.72	2,462.72	010143888 5811	ASB Donations Instr - Talbert / Transportation Outside Agenc
H20R0957	WILLIAM H. SADLIER INC.	1,333.02	1,333.02	012334955 4310	Title III-LEP-Masuda / Instructional Supplies
H20R0958	OFFICE DEPOT	271.51	271.51	012719165 4325	Superintendent / Office Supplies
H20R0959	PENN STATE INDUSTRIES	399.10	399.10	010142929 4311	Sch Site Instr - Fulton / Elective Supplies
H20R0960	CRAFT SUPPLIES USA	376.72	376.72	010142929 4311	Sch Site Instr - Fulton / Elective Supplies
H20R0961	STAPLES	97.19	97.19	012734040 4327	Health Supplies - Plavan / Health Supplies
H20R0964	TECHNOLOGY INTEGRATION	205.77	205.77	010028055 4325	7091 EIA-Instruction / Office Supplies
H20R0967	GREAT LAKES SPORTS	336.64	336.64	010142929 4310	Sch Site Instr - Fulton / Instructional Supplies

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H20R0971	REHAB SEMINARS	930.00	930.00	010019961 5210	Medi-Cal Billing-Instructional / Travel, Conference, Worksho
H20R0973	CDWG	73,611.83	67,209.83	011219078 4399	Common Core St Standards-Tech / Equipment Under \$500
			5,820.00	011219078 5826	Common Core St Standards-Tech /
			582.00	011219078 5899	Common Core St Standards-Tech / Other Operating Expenses
H20R0977	AWARDS & TROPHIES	43.20	43.20	012849380 4325	Fiscal Services / Office Supplies
H20R0978	JONES SCHOOL SUPPLY	98.28	98.28	010013789 4310	Donations - Oka / Instructional Supplies
H20R0979	HEINEMANN	626.40	626.40	011531676 4310	Cotsen Alumni Grant - Newland / Instructional Supplies
H20R0980	PEARSON	1,179.85	1,179.85	016158155 4322	7140 Gifted & Talented - Instr / Testing Supplies
H20R0982	A1GM	4,475.52	4,475.52	012109078 4399	Tech/Media Office Operation / Equipment Under \$500
H20R0985	PEARSON ASSESSMENTS	878.92	878.92	012289963 4322	MAA - Instructional / Testing Supplies
H20R0986	HARCOURT OUTLINES INC.	641.08	641.08	010013131 4310	Sch Site Instr - Gisler / Instructional Supplies
H20R0987	STAPLES	200.00	200.00	015512960 4310	Special Ed. - Fulton RSP / Instructional Supplies
H20R0988	BIO CORPORATION	561.52	561.52	011494988 4310	FVEF Teacher Grants - Masuda / Instructional Supplies
H20R0991	APPLE COMPUTER ORDER DEPARTMEN	14,612.40	14,612.40	012539962 4399	Tobacco-Use-OCDE Instructional / Equipment Under \$500
H20R0992	APPLE COMPUTER ORDER DEPARTMEN	14,612.40	14,612.40	012539962 4399	Tobacco-Use-OCDE Instructional / Equipment Under \$500
H20R0993	APPLE COMPUTER ORDER DEPARTMEN	14,612.40	14,612.40	012539962 4399	Tobacco-Use-OCDE Instructional / Equipment Under \$500
H20R0994	STAPLES	73.43	73.43	015104960 4310	Special Ed. - Masuda SDC / Instructional Supplies
H20R0995	ROYER STUDIOS, INC.	4,975.00	4,975.00	012539961 4310	Tobacco-Use-OCDE Adminstrative / Instructional Supplies
H20R0996	DEWALT-PORTER CABLE-DELTA SERV	185.32	185.32	010142929 4311	Sch Site Instr - Fulton / Elective Supplies
H20R0997	ETS	915.00	915.00	017109275 4322	Testing / Testing Supplies
H20R0998	CDWG	297.58	297.58	012289963 4399	MAA - Instructional / Equipment Under \$500
H20R0999	PEARSON ASSESSMENTS	3,571.78	3,571.78	012299963 4322	Medi-Cal Billing-Psychologists / Testing Supplies
H20R1000	PRO ED INC.	326.70	326.70	012299963 4322	Medi-Cal Billing-Psychologists / Testing Supplies
H20R1001	BLICK ART MATERIALS	326.69	326.69	010143838 4311	Sch Site Instr - Talbert / Elective Supplies
H20R1002	BLICK ART MATERIALS	491.78	491.78	010143838 4311	Sch Site Instr - Talbert / Elective Supplies
H20R1003	SOUTHWEST SCHOOL AND OFFICE SU	150.00	150.00	015514060 4310	Special Ed. - Plavan RSP / Instructional Supplies
H20R1004	SCHOOL SERVICES OF CALIFORNIA	175.00	175.00	010059470 5210	Contractual Obligation - Cert / Travel, Conference, Workshop
H20R1006	ATKINSON ANDELSON LOYA RUDD &	99.00	99.00	012719470 5210	Personnel Department / Travel, Conference, Workshop
H20R1007	CDWG	12,070.08	12,070.08	011219078 4410	Common Core St Standards-Tech / Fixed Assets \$500-\$5000
H20R1008	METRO BUSINESS SOLUTIONS INC.	169.29	169.29	010013131 4310	Sch Site Instr - Gisler / Instructional Supplies
H20R1009	TEXTBOOK WAREHOUSE	157.17	157.17	012129078 4110	Lottery Instructional Material / Basic Textbooks
H20R1010	SOUTHWEST SCHOOL AND OFFICE SU	100.00	100.00	012849380 4325	Fiscal Services / Office Supplies
H20R1011	REVENUE ENHANCEMENT GROUP INC.	1,017.20	1,017.20	019509380 5899	STAR Building DO - Operations / Other Operating Expenses
H20R1012	FOUNTAIN VALLEY SCHOOL DISTRIC	964.58	964.58	019509380 5899	STAR Building DO - Operations / Other Operating Expenses

**FOUNTAIN VALLEY SD**

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<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
H20R1013	THE ELENACY CONSULTATION GROUP	225.00	225.00	010019961 5210	Medi-Cal Billing-Instructional / Travel, Conference, Worksho
H20R1014	SOUTHWEST SCHOOL AND OFFICE SU	216.00	216.00	010144949 4310	Sch Site Instr - Masuda / Instructional Supplies
H20R1015	SAN BERNARDINO COUNTY SUPERINT	60.00	60.00	016099275 5210	6761 Arts, Music & PE / Travel, Conference, Workshop
H20R1016	STAPLES	324.00	324.00	015514960 4310	Special Ed. - Masuda RSP / Instructional Supplies
H20R1017	PEARSON ASSESSMENTS	714.99	714.99	012289963 4322	MAA - Instructional / Testing Supplies
H20R1019	WESTERN PSYCHOLOGICAL	58.32	58.32	012289963 4322	MAA - Instructional / Testing Supplies
H20R1020	RIVERSIDE PUBLISHING COMPANY	166.08	166.08	012289963 4322	MAA - Instructional / Testing Supplies
H20R1021	AWARDS & TROPHIES	9.45	9.45	012719165 4325	Superintendent / Office Supplies
H20R1022	OCSBA	160.00	32.00	012719165 5210	Superintendent / Travel, Conference, Workshop
			128.00	012719166 5210	Board of Trustees / Travel, Conference, Workshop
H20R1023	SOCIAL THINKING PUBLISHING	500.00	500.00	010019961 5210	Medi-Cal Billing-Instructional / Travel, Conference, Worksho
H20R1024	STAPLES	50.00	50.00	015103160 4310	Special Ed. - Gisler SDC / Instructional Supplies
H20R1025	LAKESHORE LEARNING MATERIALS	85.00	85.00	015103160 4310	Special Ed. - Gisler SDC / Instructional Supplies
H20R1026	APPLE COMPUTER ORDER DEPARTMEN	2,055.24	2,055.24	010011089 4410	Donations - Tamura / Fixed Assets \$500-\$5000
H20R1027	MICROSOFT CORPORATION	1,299.24	1,299.24	012719380 4410	Business Department / Fixed Assets \$500-\$5000
H20R1028	HOME SCIENCE TOOLS	911.91	911.91	010143889 4310	Donations - Talbert / Instructional Supplies
H20S8022	WAXIE	11,557.87	-0.78	011000000 9320	Revenue Limit - State Revenues / STORES
H20S8023	WAXIE	321.19	41.04	01 9320	GENERAL FUND / STORES
			280.15	011000000 9320	Revenue Limit - State Revenues / STORES
H20S8024	UNITED HEALTH SUPPLIES	448.68	448.68	011000000 9320	Revenue Limit - State Revenues / STORES
H20S8025	SCHOOL SPECIALTY	54.91	54.91	011000000 9320	Revenue Limit - State Revenues / STORES
H20S8026	P & R PAPER SUPPLY COMPANY	741.17	741.17	011000000 9320	Revenue Limit - State Revenues / STORES
H20S8027	BATTERY SPECIALTIES	202.83	202.83	011000000 9320	Revenue Limit - State Revenues / STORES
H20S8028	UNISOURCE	26,847.18	26,847.18	011000000 9320	Revenue Limit - State Revenues / STORES
H20S8029	WAXIE	305.53	305.53	011000000 9320	Revenue Limit - State Revenues / STORES
H20S8030	CANNON SPORTS	729.00	729.00	011000000 9320	Revenue Limit - State Revenues / STORES
	<b>Fund 01 Total:</b>	<b>262,894.99</b>	<b>251,336.34</b>		



**FOUNTAIN VALLEY SD**

**PURCHASE ORDER DETAIL REPORT BY FUND  
BOARD OF TRUSTEES MEETING 03/13/2014**

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<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
H20M4225	PRECISION FLOOR COVERING INC.	819.00	819.00	122866098 5645	ESP-Building/Site Improvement / Outside Srvs-Repairs &
H20R0913	TARGET STORES	216.00	216.00	120016098 4310	Extended School Instructional / Instructional Supplies
H20R0917	STAPLES	108.00	108.00	120016198 4310	State Preschool Instructional / Instructional Supplies
H20R0918	TARGET STORES	162.00	162.00	120016198 4310	State Preschool Instructional / Instructional Supplies
H20R0932	ARIEL SUPPLY INC.	540.00	540.00	120336098 4325	Extended School Administration / Office Supplies
H20R0936	TOYS R US	216.00	216.00	120016098 4310	Extended School Instructional / Instructional Supplies
H20R0962	TARGET STORES	216.00	216.00	120336098 4325	Extended School Administration / Office Supplies
H20R0965	LAKESHORE LEARNING MATERIALS	540.00	540.00	120279275 4310	School Readiness Init Instr / Instructional Supplies
H20R0966	TOYS R US	162.00	162.00	120279275 4310	School Readiness Init Instr / Instructional Supplies
H20R0972	MOTION PICTURE LICENSING	862.43	862.43	120016098 5899	Extended School Instructional / Other Operating Expenses
H20R0974	TARGET STORES	108.00	108.00	120016098 4310	Extended School Instructional / Instructional Supplies
H20R0975	TARGET STORES	108.00	108.00	120016098 4310	Extended School Instructional / Instructional Supplies
H20R0976	LAKESHORE LEARNING MATERIALS	108.00	108.00	120016098 4310	Extended School Instructional / Instructional Supplies
H20R0984	TOYS R US	270.00	270.00	120016098 4310	Extended School Instructional / Instructional Supplies
H20R1030	SCHOLASTIC CATALOG DEPT.	32.40	32.40	120016198 4310	State Preschool Instructional / Instructional Supplies
	<b>Fund 12 Total:</b>	<b>4,467.83</b>	<b>4,467.83</b>		

**FOUNTAIN VALLEY SD**

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<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
H20R0933	CALIFORNIA DEPARTMENT OF EDUCA	130.00	130.00	133207380 4710	Cafeteria Fund / Food
H20R0968	CHEFS' TOYS	3,174.84	3,174.84	133207380 4420	Cafeteria Fund / Equip \$500-\$5000 Machinery
H20R0969	CHEFS' TOYS	593.25	593.25	133207380 4450	Cafeteria Fund / RPLC Equip \$500-\$5000 Machiner
H20R1029	MICROSOFT CORPORATION	3,896.76	3,896.76	133207380 4410	Cafeteria Fund / Fixed Assets \$500-\$5000
	<b>Fund 13 Total:</b>	<b>7,794.85</b>	<b>7,794.85</b>		

**FOUNTAIN VALLEY SD**

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**TO 03/04/2014**

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
H20M4164	GOLDEN STATE PAVING INC.	33,400.00	33,400.00	252869380 6299	Capital Facilities-Maintenance / Other Building &
	Fund 25 Total:	33,400.00	33,400.00		

**FOUNTAIN VALLEY SD**

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H20M4221	SR PRODUCTS	1,100.00	1,100.00	404839380 6299	Energy Efficient Project / Other Building & Improvement
H20M4228	KOURY ENGINEERING	35,000.00	35,000.00	404839380 6222	Energy Efficient Project / Inspection Svcs Bldg Improve
Fund 40 Total:		36,100.00	36,100.00		

**FOUNTAIN VALLEY SD**

**PURCHASE ORDER DETAIL REPORT BY FUND  
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H20R0963	AMAZON.COM LLC	572.40	572.40	682719470 4325	Workers Comp Admin / Office Supplies
Fund 68 Total:		572.40	572.40		

**FOUNTAIN VALLEY SD**

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<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
Total Account Amount:			333,671.42		

**FOUNTAIN VALLEY SD**

**PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND**

BOARD OF TRUSTEES

03/13/2014

FROM 01/29/2014 TO 03/04/2014

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H20M4009	REFRIGERATION CONTROL COMPANY	7,500.00	+2,500.00	014869390 5645	STAR Building DO-Routine Maint / Outside Srvs-Repairs &
H20M4026	MCMASTER CARR SUPPLY CO	5,000.00	+500.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
H20M4029	SMARDEN SUPPLY COMPANY	11,000.00	+3,000.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
H20M4030	HARBOR WHOLESALE ELECTRIC	3,600.00	+300.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
H20M4031	WAXIE	7,000.00	+1,000.00	012889390 4347	Custodial / Repair & Upkeep Equip Supplies
H20R0168	BEST BEST & KRIEGER LLP	40,000.00	+15,000.00	015659860 5830	Special Ed. - Legal Services / Legal Fees
H20R0346	SOUTHWEST SCHOOL AND OFFICE SU	400.00	+100.00	010011010 4310	Sch Site Instr - Tamura / Instructional Supplies
H20R0569	CHIDESTER, MARGARET A.	3,000.00	+2,000.00	012159470 5830	Personnel - Legal Services / Legal Fees
H20R0603	HOME DEPOT	2,500.00	+1,500.00	010144949 4311	Sch Site Instr - Masuda / Elective Supplies
H20R0667	SOUTHWEST SCHOOL AND OFFICE SU	600.00	+300.00	012721010 4325	Sch Site Admin - Tamura / Office Supplies
H20R0718	SOUTHWEST SCHOOL AND OFFICE SU	900.00	+18.00	010269275 4310	School Readiness Init Admin / Instructional Supplies
H20S8022	WAXIE	11,557.87	-0.78	011000000 9320	Revenue Limit - State Revenues / STORES
<b>Fund 01 Total:</b>			<b>+26,217.22</b>		

**FOUNTAIN VALLEY SD**

**PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND**

BOARD OF TRUSTEES

03/13/2014

FROM 01/29/2014 TO 03/04/2014

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>CHANGE AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
H20R0294	SAMS CLUB	2,160.00	+1,620.00	120016198 4310	State Preschool Instructional / Instructional Supplies
H20R0296	SMART & FINAL	864.00	+324.00	120016698 4310	Child Dev Courreges Pres-Instr / Instructional Supplies
H20R0311	SMART & FINAL	3,000.00	+575.90	120016498 4310	Child Dev Oka Preschool-Instr / Instructional Supplies
			+804.10	123206498 4710	Child Dev Oka Preschool-Food / Food
H20R0463	SOUTHERN CALIFORNIA PIZZA COMP	750.00	+51.15	120016798 4310	Child Dev Cox Preschool-Instr / Instructional Supplies
			+158.85	123206798 4710	Child Dev Cox Preschool-Food / Food
H20R0718	SOUTHWEST SCHOOL AND OFFICE SU	900.00	+450.00	120279275 4310	School Readiness Init Instr / Instructional Supplies
	<b>Fund 12 Total:</b>		<b>+3,984.00</b>		



# FOUNTAIN VALLEY SD

## PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND

BOARD OF TRUSTEES

03/13/2014

FROM 01/29/2014 TO 03/04/2014

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>CHANGE AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
H20R0407	CHEFS' TOYS	10,240.00	+7,000.00	133207380 4790	Cafeteria Fund / Food Services Supplies
H20R0417	PICK UP STIX	13,000.00	-7,000.00	133207380 4710	Cafeteria Fund / Food
H20M4077	GILMAN BUILDERS INC.	366,000.00	+31,000.00	252869380 6299	Capital Facilities-Maintenance / Other Building &
<b>Fund 25 Total:</b>			<b>+31,000.00</b>		

**FOUNTAIN VALLEY SD**

**PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND**

**BOARD OF TRUSTEES 03/13/2014**

**FROM 01/29/2014 TO 03/04/2014**

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>CHANGE AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
H20R0194	ATKINSON ANDELSON LOYA RUDD &	38,000.00	+18,000.00	402969380 5830	Property - Legal Services / Legal Fees
	<b>Fund 40 Total:</b>		<b>+18,000.00</b>		

**FOUNTAIN VALLEY SD**

**PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND**

**BOARD OF TRUSTEES 03/13/2014**

**FROM 01/29/2014 TO 03/04/2014**

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>CHANGE AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
<b>Total Account Amount:</b>			<b>+79,201.22</b>		

# FOUNTAIN VALLEY SD

Reference #:

## Adjustment of Funds

2014 36

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

### Fund: 0101 GENERAL FUND

<b>Object</b>	<b>Description</b>	<b>FROM</b>	<b>TO</b>
4200	BOOKS OTHER THAN TEXTBOOKS		5,016.00
4300	MATERIALS & SUPPLIES		37,618.00
4400	NONCAPITALIZATION EQUIPMENT		17,544.00
5200	TRAVEL & CONFERENCES		4,000.00
5600	RENTAL, LEASE, REPAIR & NON CAP	2,400.00	2,290.00
5800	PROF/CONS SERV & OPER EXPENSE	17,381.00	17,287.00
8000	REVENUE LIMIT SOURCES	332,200.00	442,893.00
8600	LOCAL INCOME	10,265.00	126,931.00
9789	RESERVE FOR ECONOMIC UNCERTAIN		49,258.00
9790	UNASSIGNED/UNAPPROPRIATED	57,658.00	171,785.00
<b>Subfund Total:</b>		<b>419,904.00</b>	<b>874,622.00</b>

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, March 13, 2014.

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

2014 37

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

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

<b>Object</b>	<b>Description</b>	<b>FROM</b>	<b>TO</b>
2200	CLASSIFIED SUPPORT	1,257.00	
3314	MEDICARE-CLASSIFIED	18.00	
3354	ALTERNATIVE RETIRE-CLASSIFIED	16.00	
3502	SUI-CLASSIFIED	14.00	
3602	WORKERS'COMP-CLASSIFIED	26.00	
4300	MATERIALS & SUPPLIES		8.00
5800	PROF/CONS SERV & OPER EXPENSE		22.00
8600	LOCAL INCOME	9,331.00	30.00
9740	RESTRICTED BALANCE	8,000.00	
<b>Subfund Total:</b>		<b>18,662.00</b>	<b>60.00</b>

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, March 13, 2014.

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

2014 38

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

<b>Fund: 4040 SPECIAL RESERVE/C.O.P.</b>
--

<b>Object</b>	<b>Description</b>	<b>FROM</b>	<b>TO</b>
6200	BUILDING AND IMPROVE OF BLDGS		266,083.00
8500	STATE INCOME		266,083.00
<b>Subfund Total:</b>		<b>0.00</b>	<b>532,166.00</b>

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, March 13, 2014.

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

2014 39

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

### Fund: 6768 INSURANCE-WCI

<b>Object</b>	<b>Description</b>	<b>FROM</b>	<b>TO</b>
4300	MATERIALS & SUPPLIES		883.00
5800	PROF/CONS SERV & OPER EXPENSE		33,892.00
8600	LOCAL INCOME		39,185.00
9790	UNASSIGNED/UNAPPROPRIATED		4,410.00
<b>Subfund Total:</b>		<b>0.00</b>	<b>78,370.00</b>

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, March 13, 2014.

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

2014 40

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

<b>Fund: 6769 INSURANCE HEALTH/WELFARE</b>
--

<b>Object</b>	<b>Description</b>	<b>FROM</b>	<b>TO</b>
3401	HEALTH & WELFARE-CERTIFICATED	257,120.00	
3402	HEALTH & WELFARE-CLASSIFIED	100,276.00	
3701	RETIREE BENEFITS-CERTIFICATED	16,069.00	
3702	RETIREE BENEFITS-CLASSIFIED	94.00	
5800	PROF/CONS SERV & OPER EXPENSE		180.00
8600	LOCAL INCOME		166.00
9790	UNASSIGNED/UNAPPROPRIATED		373,545.00
<b>Subfund Total:</b>		<b>373,559.00</b>	<b>373,891.00</b>

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, March 13, 2014.

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

2014 31

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

### Fund: 0101 GENERAL FUND

Object	Description	FROM	TO
2100	INSTRUCTIONAL AIDES' SALARIES		131.00
3314	MEDICARE-CLASSIFIED		2.00
3354	ALTERNATIVE RETIRE-CLASSIFIED		2.00
3602	WORKERS'COMP-CLASSIFIED		3.00
4300	MATERIALS & SUPPLIES	28,075.00	17,899.00
4400	NONCAPITALIZATION EQUIPMENT		34,999.00
5200	TRAVEL & CONFERENCES	810.00	628.00
5600	RENTAL,LEASE,REPAIR & NON CAP		27,213.00
5800	PROF/CONS SERV & OPER EXPENSE	93,878.00	40,391.00
6100	SITES AND IMPROVEMENT OF SITES		7,878.00
6200	BUILDING AND IMPROVE OF BLDGS	5,000.00	8,762.00
6400	EQUIPMENT	10,465.00	
9790	UNASSIGNED/UNAPPROPRIATED	417.00	737.00
<b>Subfund Total:</b>		<b>138,645.00</b>	<b>138,645.00</b>

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, March 13, 2014.

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

2014 32

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

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

<b>Object</b>	<b>Description</b>	<b>FROM</b>	<b>TO</b>
4400	NONCAPITALIZATION EQUIPMENT		796.00
5600	RENTAL,LEASE,REPAIR & NON CAP	1,500.00	
9740	RESTRICTED BALANCE	796.00	1,500.00
<b>Subfund Total:</b>		<b>2,296.00</b>	<b>2,296.00</b>

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, March 13, 2014.

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

2014 33

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

<b>Fund: 1313 CAFETERIA FUND</b>
----------------------------------

<b>Object</b>	<b>Description</b>	<b>FROM</b>	<b>TO</b>
5800	PROF/CONS SERV & OPER EXPENSE		150.00
9740	RESTRICTED BALANCE	150.00	
<b>Subfund Total:</b>		<b>150.00</b>	<b>150.00</b>

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, March 13, 2014.

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

2014 34

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

<b>Fund: 2525 CAPITAL FACILITIES</b>
--------------------------------------

<b>Object</b>	<b>Description</b>	<b>FROM</b>	<b>TO</b>
5800	PROF/CONS SERV & OPER EXPENSE		200.00
6200	BUILDING AND IMPROVE OF BLDGS	188,650.00	2,901.00
9780	OTHER ASSIGNMENTS	3,101.00	188,650.00
<b>Subfund Total:</b>		<b>191,751.00</b>	<b>191,751.00</b>

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, March 13, 2014.

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

2014 35

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

<b>Fund: 4040 SPECIAL RESERVE/C.O.P.</b>
--

<b>Object</b>	<b>Description</b>	<b>FROM</b>	<b>TO</b>
5800	PROF/CONS SERV & OPER EXPENSE	5,600.00	20,151.00
6200	BUILDING AND IMPROVE OF BLDGS	204,071.00	408,142.00
9780	OTHER ASSIGNMENTS	218,622.00	
<b>Subfund Total:</b>		<b>428,293.00</b>	<b>428,293.00</b>

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, March 13, 2014.

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 SCHOOL DISTRICT  
**Curriculum/Instruction**

**MEMORANDUM**

**TO:** Marc Ecker, Superintendent  
**FROM:** Anne Silavs, Assistant Superintendent, Instruction  
**SUBJECT:** *AGREEMENT FOR DISTRICT PARTICIPATION IN THE  
TWILIGHT EDUCATION PROJECT*  
**DATE:** February 27, 2014

---

**BACKGROUND**

The Twilight Education Project is a collaborative community effort to support non-English speaking parents in the local area. Community partners include the Boys and Girls Club of Huntington Beach, the Children and Families Commission of Orange County, Huntington Beach City School District, Huntington Beach Union High School District, Ocean View School District, Coast Community College District, and the Orange County Transportation Authority.

The goals of the Twilight Education Project are to expand literacy, parenting, and basic skills to help parents support their children academically, socially, and financially. Additionally, the program includes homework help, tutoring, school readiness services, and infant care for the children of class participants. The Twilight Education Project is held on the campus of Golden West College three nights a week during the school year. All services and transportation are provided at no cost to families. Currently, the program serves the communities of Fountain Valley, Huntington Beach, and portions of Westminster.

For the past several years, the Fountain Valley School District has partnered with the Boys and Girls Club as a member of the Twilight Education Project collaborative. The proposed agreement would commit the District to advertising and promoting the Twilight Education program with faculty, parents, and students to grow and support the program. The District would also provide identified school parking lots as bus pick-up and drop-off locations for participating children and parents in the local area. Additionally, a District representative would attend quarterly meetings of the Twilight Education Project collaborative.

**RECOMMENDATION**

It is recommended that the Board of Trustees approve the agreement for District participation in the Twilight Education Project.

## AGREEMENT FOR THE TWILIGHT EDUCATION PROJECT

This Agreement, entered into this \_\_\_\_ day of \_\_\_\_\_ 2014, which date is enumerated for purposes of reference only, is by and between the Huntington Beach City School District, Huntington Beach Union High School District, Fountain Valley School District, Ocean View School District, Coast Community College District (collectively “Districts”) and the Boys & Girls Clubs of Huntington Valley (collectively “Parties” and individually “Party”) for the purposes of creating, operating and mutually collaborating on the Twilight Education Project.

### RECITALS

WHEREAS, in 2003 with the help of a capacity building grant the Children and Families Commission of Orange County funded a comprehensive, no cost program for English as a Second Language (ESL) families that prepares preschoolers for mainstream schools; gives tutoring and enrichment program opportunities to school age children; and provides ESL classes, life skills workshops and job skills training for parents, known as the Twilight Education Project.

WHEREAS, the Twilight Education Project has operated as a collaborative since 2003, drawing on the expertise and resources of several community partners.

WHEREAS, the Boys & Girls Clubs of Huntington Valley (BGCHV) accepted the role of lead agency in creating, operating, and sustaining the Twilight Education Project currently operated at Golden West College within the Coast Community College District (CCCD);

WHEREAS, the Huntington Beach Union High School District (HBUHSD) has the qualified staff to provide the instruction for the Twilight Education Project;

WHEREAS, the Huntington Beach City School District (HBCSD) has the qualified staff to work together with BGCHV in providing professional development support to BGCHV staff in the infant care, preschool and Kindergarten school readiness program, providing two (2) tutors (subject to categorical program funding) to support Grades 1 through 8 enrichment activities for the children whose parents are participating in the Twilight Education Project, providing parent education lessons, and providing outreach to the targeted population;

WHEREAS, the Fountain Valley School District (FVSD) and Ocean View School District (OVSD) would provide outreach to the targeted population;

WHEREAS, the Orange County Transportation Authority (OCTA) provided partial funding to pay for school busses utilized to meet the transportation needs of the participating parents and their children;

WHEREAS, the Parties realized the need to embody their respective understandings into an agreement; and

WHEREAS, the Parties have a long history of working cooperatively to serve the community and wish to continue that cooperative partnership under this Agreement;

NOW, THEREFORE, in consideration of the above referenced recitals, the Parties agree as follows:

1. Goal of the Twilight Education Project. The Parties agree that the goal of the Project is to provide English as a Second Language (ESL) Programs to non-English speaking parents with no cost evening courses to expand the literacy and basic skills of these parents, while at the same time providing infant care, preschool and Kindergarten school readiness and Grades 1-12 enrichment activities to the children of these parents. The Twilight Education Project is more particularly described in Exhibit A.

2. Coast Community College District. The Coast Community College District (CCCD) agrees to the following: (1) to maintain a Ground Lease Agreement entered into on December 14, 2006 with the Boys & Girls Clubs of Huntington Valley (BGCHV) for the construction by BCGHV of the one story, approximately 10,000 square feet Boys & Girls Club Child Development Center aka Robert Mayer Child Development Preschool (“Center”) at Golden West College which contains classrooms for infants, toddlers and preschool, and for, as funding permits, the operation of the Twilight Education Project; and (2) to permit usage of eight (8) designated classrooms in other buildings at Golden West College for the Twilight Education Project for the parents and for the K-12 children of the parents, depending upon enrollment, every Tuesday, Wednesday, Thursday evenings, between 6 p.m. to 9 p.m. each semester, and to permit usage of restrooms at Golden West College, more particularly described in the Application/Permit for Use of College Facility and Agreement submitted to CCCD by the BGCHV. CCCD shall not provide security nor staff for the Twilight Education Project.

3. The Boys & Girls Club of Huntington Valley. The Boys & Girls Clubs of Huntington Valley (BGCHV) agrees, based upon available funding, to the following: (1) to maintain the Ground Lease Agreement entered into on December 14, 2006 with CCCD for purposes of constructing and maintaining the building known as the Boys & Girls Club Child Development Center aka Robert Mayer Child Development Preschool (“Center”) at Golden West College which contains classrooms for infants, toddlers and preschool, and for, as funding permits, the operation of the Twilight Education Project; (2) to enroll (through a formal registration application), provide, and operate (including but not limited to a daily check-in and check-out protocols and attendance log for children) the Twilight Education Project (Exhibit B); (3) to provide a project coordinator to oversee the entire Twilight Education Project; (4) to assign



a sufficient number of qualified BGCHV personnel with all appropriate criminal background clearances to supervise, conduct, and provide the infant care, preschool and Kindergarten school readiness and Grades 1-12 enrichment activities; (5) to ensure that all children are properly supervised and cared for while present at Golden West College; (6) to provide emergency care such as First Aid/AED/CPR with properly trained and certified personnel; and (7) to provide all necessary transportation for the parents and children participating in the Twilight Education Project.

4. The Huntington Beach Union High School District. The Huntington Beach Union High School District (HBUHSD) agrees to the following: (1) to make all decisions regarding the ESL Program for the parents, including supervision of the ESL Program, and to be responsible for the enrollment and attendance logs of parents in the ESL Program through HBUHSD's formal registration application and attendance logs (Exhibit C); (2) to provide literacy, language and basic skills instruction by certificated staff for the ESL Program for the parents participating in the ESL Program on the first Tuesday of each month; and (3) to do outreach to the target population.

5. Huntington Beach City School District. Huntington Beach City School District (HBCSD) agrees to the following: (1) to work together with BGCHV to provide professional development support to BGCHV staff in infant care, preschool and Kindergarten school readiness program; (2) to provide two (2) tutors (subject to categorical program funding) who will work under the direction and supervision of BGCHV to support Grades 1 through 8 enrichment activities for the children whose parents are participating in the ESL Program; (3) to provide parent education lessons on the first Tuesday of each month; and (4) to provide program outreach to target population.

6. Fountain Valley School District. Fountain Valley School District (FVSD) agrees to the following: (1) to provide program outreach to the target population; and (2) to allow for access to school property for pick-up and drop off of parents and children at specified school sites.

7. Ocean View School District. Ocean View School District (OVSD) agrees to the following: (1) to provide program outreach to the target population; and (2) to allow for access to school property for pick-up and drop off of parents and children at specified school sites.

8. Term. This Agreement commences on \_\_\_\_\_, 2014, and will continue for three (3) years and shall end on \_\_\_\_\_, 2017. This Agreement may be renewed on a yearly basis provided all Parties enter into a written amendment to this Agreement setting forth the agreed upon terms and conditions.

9. Termination. Any Party to this Agreement may terminate its participation in this Agreement, in its sole discretion, upon thirty (30) days prior written notice given to the other Parties specifying the desired date of termination.

10. Materials. All Parties shall furnish, at their own expense, all labor, materials, equipment, supplies and other items necessary to complete their respective portion of the services to be provided pursuant to this Agreement.

11. Meetings. Meetings will be held with representatives from each of the Parties as mutually agreed to by all the Parties to discuss any issues affecting the Twilight Education Project.

12. Compliance With Applicable Laws. All Parties agree to comply with all federal, state and local laws, rules, regulations and ordinances that are now or may in the future become applicable to their respective organizations, equipment and personnel engaged in services covered by this Agreement or accruing out of the performance of such services.

13. Independent Contractor. All Parties, in the performance of this Agreement, shall be and act as independent contractors. Each Party understands and agrees that it and all of its employees shall not be considered officers, employees or agents of any other Party, and are not entitled to benefits of any kind or nature normally provided employees of said Party and/or to which that Party's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. Each Party assumes the full responsibility for the acts and/or omissions of its employees or agents as they relate to the services to be provided under this Agreement. Each Party shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to its employees.

14. Hold Harmless. Each Party shall defend, hold harmless and indemnify the other Party, its governing board, officers, administrators, and employees, from and against any and all liabilities, claims, demands, costs, losses, damages, or expenses, including reasonable attorneys' fees and costs, and including but not limited to consequential damages, from any cause whatsoever arising from or connected with the services hereunder, that arise out of or result from, in whole or in part, the negligent, wrongful or willful acts or omissions of the indemnifying Party, its officers, administrators or employees. This indemnity provision shall survive the term of this Agreement and is in addition to any other rights or remedies that any Party may have under law and/or this Agreement.

15. Insurance. The Parties agree to carry such insurance to ensure their ability to adhere to the indemnification requirements under this Agreement. Each Party agrees to provide

to any other Party copies of their insurance certificates and any endorsements required by any Party upon written request of the requesting Party.

15.1 All Parties shall, at their sole cost and expense, maintain in full force and effect, during the Term of this Agreement, the following insurance coverage from a California licensed insurer with an A, VIII, or better rating from A.M. Best or an approved self insurance program, sufficient to cover any claims, damages, liabilities, costs and expenses (including attorney fees) arising out of or in connection with each Party's fulfillment of its obligations under this Agreement:

A. Comprehensive or Commercial Form General Liability Insurance, including bodily injury, property damage and contractual liability, with minimum limits as follows:

\$1,000,000 per occurrence plus \$5,000,000 excess coverage

\$1,000,000 personal & advertising injury plus \$5,000,000 excess coverage

The policy shall include and be endorsed to include abuse and molestation coverage of at least \$1,000,000 for each occurrence plus \$5,000,000 excess coverage.

B. Business Auto Liability Insurance for owned, scheduled, non-owned or hired automobiles with a combined single limit of no less than \$1,000,000 per occurrence plus \$5,000,000 excess coverage. If BGCHV provides transportation services pursuant to this Agreement, BGCHV shall ensure that BGCHV and/or its transportation contractor keeps in effect a liability insurance policy providing at least \$1,000,000 per occurrence plus \$5,000,000 excess coverage.

C. Workers' Compensation and Employers Liability Insurance in a form and amount covering BGCHV's full liability under the California Workers' Compensation Insurance and Safety Act and in accordance with applicable state and federal laws. The policy shall be endorsed with the insurer's waiver of rights of subrogation against the Districts.

Part A – Statutory Limits for BGCHV

Part A – Not Less than \$100,000,000 per occurrence for the Districts

Part B - \$1,000,000/\$1,000,000/\$1,000,000 Employers' Liability

D. Employment Practices Liability (EPL) and Directors and Officers (D&O) coverage with the following limits:

\$2,000,000 per occurrence

- 15.2 BGCHV, not later than the date that this Agreement is signed, and periodically thereafter upon request, shall furnish the Districts with certificates of insurance evidencing such coverages. Districts shall provide self insurance certificates of insurance upon request of BGCHV.

Each Party shall provide prior written notice to the other Parties thirty (30) days in advance of any non-renewal, cancellation, or modification of the required insurance. The policies of insurance providing the coverages referred to in clauses A and B above shall name each Party, their respective Governing Boards, officers, and employees, as additional insureds with appropriate endorsements. The policies shall be endorsed with the insurer's waiver of rights of subrogation against the Districts. Failure to maintain the above mentioned insurance coverage shall be cause for termination of this Agreement.

16. Nondiscrimination. The Parties agree that they will not engage in unlawful discrimination in employment of persons because of race, ethnicity, religion, nationality, disability, gender, marital status or age of such persons.

17. Non Waiver. The failure of any Party to seek redress for violation of, or to insist upon, the strict performance of any term or condition of this Agreement, shall not be deemed a waiver by that party of such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.

18. Notice. All notices or demands to be given under this Agreement by any party to another party, shall be in writing and given either by: (a) personal service or (b) by U.S. Mail, mailed either by registered or certified mail, return receipt requested, with postage prepaid. Service shall be considered given when received, if personally served, or if mailed, on the third day after deposit in any U.S. Post Office. The address to which notices or demands may be given by any party may be changed by written notice given in accordance with the notice provisions of this section. At the date of this Agreement, the addresses of the Parties are as follows:

HBCSD  
Huntington Beach City School District  
20451 Craimer Lane  
Huntington Beach, CA 92646  
Attn: Gregory Haulk, Superintendent

HBUHSD  
Huntington Beach Union High School District  
5832 Bolsa Avenue  
Huntington Beach, CA 92649  
Attn: Steve Curiel

FVSD  
Fountain Valley School District  
10055 Slater Avenue  
Fountain Valley, CA 92708  
Attn: Anne Silavs

CCCD  
Coast Community College District  
1370 Adams Avenue  
Costa Mesa, CA 92626  
Attn: Janet Houlihan

BOYS & GIRLS CLUBS  
OF HUNTINGTON VALLEY  
16582 Brookhurst Street  
Fountain Valley, CA 92708  
Attn: Tanya Hoxsie

OVSD  
Ocean View School District  
17200 Pinehurst Lane  
Huntington Beach, CA 92647  
Attn: Gustavo Balderas

19. Severability. If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

20. Entire Agreement/Amendment. This Agreement represents the entire understanding between the Parties as to those matters contained herein, and supersedes and cancels any prior oral or written understanding, promises or representations with respect to those matters covered hereunder. This Agreement may not be modified or altered or amended except in writing and signed by the Parties hereto.

21. Attorney Fees/Costs. Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own court costs and attorneys' fees.

22. Dispute Resolution. The Parties agree that resolution of disputes resulting from this Agreement will be conducted through collaborative efforts between the Parties.

23. Assignment. The Parties may not assign any of their obligations, duties or responsibilities pursuant to this Agreement. Any such assignment shall be considered null and void.

24. Third Party Rights. Nothing in this Agreement shall be construed to give any rights or benefits to anyone other than the Parties.

25. Governing Law. This Agreement shall be interpreted in accordance with the laws of the State of California. If any action is brought to interpret or enforce any term of this

Agreement, the action shall be brought in a state court situated in the County of Orange, State of California.

26. Exhibits. This Agreement incorporates by this reference any exhibits which are attached hereto and incorporated herein.

THIS AGREEMENT is entered into the \_\_\_ day of \_\_\_\_\_, 2014.

HUNTINGTON BEACH CITY  
SCHOOL DISTRICT

HUNTINGTON BEACH UNION  
HIGH SCHOOL DISTRICT

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Gregory Haulk  
Print Name

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Superintendent  
Title

\_\_\_\_\_  
Title

FOUNTAIN VALLEY  
SCHOOL DISTRICT

COAST COMMUNITY  
COLLEGE DISTRICT

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Title

BOYS & GIRLS CLUBS OF HUNTINGTON  
VALLEY

OCEAN VIEW  
SCHOOL DISTRICT

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Title

FOUNTAIN VALLEY SCHOOL DISTRICT  
Personnel Division

MEMORANDUM

TO: Dr. Marc Ecker, Superintendent

FROM: Cathie Abdel, Assistant Superintendent, Personnel

SUBJECT: **Receipt of California School Employees' Association, Chapter 358  
Initial Proposal for 2014-2015**

DATE: February 11, 2014

---


Background

Government Code, Public Notice, Section 3547 requires that copies of the initial contract proposal of the exclusive representative be presented at a public meeting and thereafter shall be public record. An initial proposal from California School Employees' Association, Chapter 358, has been received. In compliance with this requirement, the CSEA, Chapter 358, presents the attached subjects for collective bargaining.

Recommendation

It is recommended that the Board of Trustees receive the 2014-15 initial contract proposals of the California School Employees' Association, Chapter 358.

Approved:

  
\_\_\_\_\_  
Dr. Marc Ecker, Ph.D., Superintendent

2-22-14  
\_\_\_\_\_  
Date

Reference: Government Code Section 3547 – Collective Bargaining

Attachment



**CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION  
CHAPTER # 358**

**Negotiations Team**

February 06, 2014

Cathie Abdel, Assistant Superintendent, Personnel  
Fountain Valley School District  
10055 Slater Ave.  
Fountain Valley, CA 92708

Dear Cathie:

For negotiations in the 2014-2015 school year, the CSEA Chapter #358 Negotiations Committee has interest in discussing modifications to some - or all - of the articles in the current *Negotiated Agreement Between Fountain Valley School District and California School Employees Association and its Fountain Valley Chapter #358* (July 1, 2011 - June 30, 2014). They include:

<b>Article 1</b>	- <b>Agreement</b>	<b>Article 11</b>	- <b>Layoff And Reemployment Procedures</b>
<b>Article 2</b>	- <b>Recognition</b>	<b>Article 12</b>	- <b>Early Retirement</b>
<b>Article 3</b>	- <b>District Rights</b>	<b>Article 13</b>	- <b>Savings Provision</b>
<b>Article 4</b>	- <b>Grievances</b>	<b>Article 14</b>	- <b>Concerted Activities</b>
<b>Article 5</b>	- <b>Employee Rights</b>	<b>Article 15</b>	- <b>Support of Agreement</b>
<b>Article 6</b>	- <b>Association Rights</b>	<b>Article 16</b>	- <b>Effect of Agreement</b>
<b>Article 7</b>	- <b>Check Off and Organizational Security</b>	<b>Article 17</b>	- <b>Completion of Meet and Negotiate</b>
<b>Article 8</b>	- <b>Terms &amp; Conditions</b>	<b>Article 18</b>	- <b>Term of Agreement</b>
<b>Article 9</b>	- <b>Salaries</b>	<b>Exhibit A</b>	- <b>Classified Salary Placement &amp; Schedule</b>
<b>Article 10</b>	- <b>Hours</b>	<b>Exhibit B</b>	- <b>Professional Growth Program</b>
		<b>Exhibit C</b>	- <b>Classified Sick Leave Bank</b>

In addition to the above, CSEA Chapter #358 also has interest in negotiating any additional issues that may arise during, or as a result of, the negotiations process.

Thank you for your time and considerations. If you have any questions, please feel free to contact me.

Respectfully,

  
Martin Headland-Wauson  
President, CSEA Chapter #358

c: CSEA Chapter #358, Executive Board Members  
Amy Madore, CSEA Labor Relations Representative



FOUNTAIN VALLEY SCHOOL DISTRICT  
Personnel Division

M E M O R A N D U M

TO: Dr. Marc Ecker, Superintendent  
FROM: Cathie Abdel, Assistant Superintendent, Personnel  
SUBJECT: **Presentation of Fountain Valley School District's 2014 -2015 Initial Proposal to California School Employees Association, Chapter #358**  
DATE: February 12, 2014

---

Background

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


<b>Article 1 - Agreement</b>	<b>Article 11 - Layoff and Reemployment Procedures</b>
<b>Article 2 - Recognition</b>	<b>Article 12 - Early Retirement</b>
<b>Article 3 - District Rights</b>	<b>Article 13 - Savings Provision</b>
<b>Article 4 - Grievances</b>	<b>Article 14 - Concerted Activities</b>
<b>Article 5 - Employee Rights</b>	<b>Article 15 - Support of Agreement</b>
<b>Article 6 - Association Rights</b>	<b>Article 16 - Effect of Agreement</b>
<b>Article 7 - Check Off and Organizational Security</b>	<b>Article 17 - Completion of Meet and Negotiate</b>
<b>Article 8 - Terms and Conditions</b>	<b>Article 18 - Term of Agreement</b>
<b>Article 9 - Salaries</b>	<b>Exhibit A - Classified Salary Placement &amp; Schedule</b>
<b>Article 10 - Hours</b>	<b>Exhibit B - Professional Growth Program</b>
	<b>Exhibit C - Classified Sick Leave Bank</b>


In addition to the above, Fountain Valley School District also has interest in negotiating any additional issues that may arise during, or as a result of, the negotiations process.

Recommendation

It is recommended that the Board of Trustees approve the 2014-2015 initial contract proposals of the Fountain Valley School District to California School Employees' Association, Chapter 358.

Approved:

  
\_\_\_\_\_  
Dr. Marc Ecker, Ph.D., Superintendent

  
\_\_\_\_\_  
Date

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

CA:jb



# FOUNTAIN VALLEY SCHOOL DISTRICT

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

## Memorandum

Board Meeting  
March 13, 2014

**TO:** Christine Fullerton, Assistant Superintendent, Business

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

**DATE:** March 3, 2014

**SUBJECT:** Approval of Orange County Department of Education as Service Provider Under E-Rate

---

### Background

The Orange County Department of Education provides Intranet Access service to FVSD and continues to be our preferred provider for this service. We are seeking approval of an amendment to Agreement Number 39035 (originally a 3 year contract), "Intranet Network Support Services Agreement," with OCDE. The amended agreement changes the term to 1 year, commencing on July 1, 2013 and ending on June 30, 2014. This service is estimated to be \$1,500.00 annually (an increase of \$750), although final costs will be based upon actual usage.

### Recommendation

It is recommended that the Board approve Agreement Number 39035 – Amendment 1, "Intranet Network Support Services Agreement," with the Orange County Department of Education for services to begin July 1, 2013 and end on June 30, 2014.

2 AMENDMENT 1  
3 2013 - 2016  
4 INTRANET NETWORK SUPPORT SERVICES AGREEMENT  
5 FOUNTAIN VALLEY SCHOOL DISTRICT

6 The AGREEMENT entered into January 14, 2013, by and between the  
7 Orange County Superintendent of Schools, 200 Kalmus Drive, Costa  
8 Mesa, California 92626, hereinafter referred to as SUPERINTENDENT,  
9 and the Fountain Valley School District, 10055 Slater Avenue,  
10 Fountain Valley, California 92708, hereinafter referred to as  
11 DISTRICT, is hereby amended as follows:

12 1.0 Section 3.0 TERM shall be amended to read as follows: This  
13 AGREEMENT shall be in full force and effect for the period  
14 commencing July 1, 2013, and ending on June 30, 2014, subject to  
15 termination as set forth in this AGREEMENT.

16 2.0 Section 4.0 PAYMENT shall be amended to read as follows:  
17 DISTRICT agrees to pay SUPERINTENDENT for services rendered pursuant  
18 to Section 2.0 of this AGREEMENT a total amount not to exceed One  
19 thousand five hundred dollars (\$1,500.00). The charges are based on  
20 the actual expenses incurred by SUPERINTENDENT in supporting the  
21 connectivity between DISTRICT and SUPERINTENDENT through the  
22 telephone companies, Internet service providers, and vendors  
23 providing equipment, lines and services. The amounts listed below  
24 are estimated charges to the SUPERINTENDENT for the fiscal year 2013  
25 - 2014 and are based on the type, level, and number of services  
provided to DISTRICT. DISTRICT shall be notified in writing of any  
increase in charges incurred by SUPERINTENDENT in supporting the  
network that result from rate changes from any one of the providers

1 referenced above which shall be payable by the DISTRICT. In  
 2 addition, SUPERINTENDENT shall provide DISTRICT written notice of  
 3 the annual fees due for the renewal period at least ninety (90) days  
 4 prior to the end of the then current term. DISTRICT agrees to pay  
 5 SUPERINTENDENT the actual charges within thirty (30) days upon  
 6 receipt of an itemized invoice in triplicate from SUPERINTENDENT.  
 7 Charges per year shall be as follows:

8	ITEM#	COST	DESCRIPTION OF SERVICE/SUPPORT
9	<b><u>ANNUAL FEES</u></b>		
10	1.	\$ <u>0.00</u>	Webfiltering licenses.
11	2.	\$ <u>1,500.00</u>	Annual data circuit network management.
12	3.	\$ <u>0.00</u>	Annual maintenance of Cisco router and TSU/DSU (dedicated high speed modem). Includes replacement.
13			
14	4.	\$ <u>0.00</u>	Annual data circuit charges for lines between DISTRICT and SUPERINTENDENT. Cost is based on type, capacity, and tariff rates charged by the telephone company.
15			
16	5.	\$ <u>0.00</u>	Email archiving/storage per terabyte.
17	6.	\$ <u>0.00</u>	Email archiving/administration per terabyte.
18	<b>TOTAL FEES: \$1,500.00</b>		

19 3.0 Except as expressly herein amended, said AGREEMENT shall in  
 20 all respects be and remain in full force and effect.

21	DISTRICT: FOUNTAIN VALLEY	ORANGE COUNTY SUPERINTENDENT
22	SCHOOL DISTRICT	OF SCHOOLS
23	BY: <u><i>Christine Fullerton</i></u> Authorized Signature	BY: <u><i>Patricia McCaughey</i></u> Authorized Signature
24	PRINT NAME: <u>Christine Fullerton</u>	PRINT NAME: <u>Patricia McCaughey</u>
25	TITLE: <u>Asst Superintendent/Business</u>	TITLE: <u>Coordinator</u>
	DATE: <u>January 31, 2014</u>	DATE: <u>January 23, 2014</u>

FVSD-Intranet (39035) Amend1 / ZIP4



# FOUNTAIN VALLEY SCHOOL DISTRICT

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

## Memorandum

Board Meeting  
March 13, 2014

**TO:** Christine Fullerton, Assistant Superintendent, Business  
**FROM:** Julianne Hoefer, Director, Office of Assessment and Accountability  
**DATE:** March 3, 2014  
**SUBJECT:** Approval of Orange County Department of Education as Service Provider Under E-Rate

---

### Background

The Fountain Valley School District has been participating in the E-rate program for more than 10 years. The E-rate program is a Federal program which provides schools and libraries across the country with substantial discounts on their technology services. Discounts for costs of eligible services range from 20% to 90% and depend on the level of poverty and the urban/rural status of the population served. In Fountain Valley School District, discounts reduce the costs of our telephone service, Internet access, and the internal connections we use to build and maintain the computer networks that link our classrooms.

Under the E-Rate program, services for the district are requested a year in advance. Potential service providers may submit proposals to the district and, after a careful vetting process, providers whose services best meet our needs are selected. The Orange County Department of Education has provided Internet Access service to FVSD in the past and continues to be our preferred provider for this service. We are seeking approval of an amendment to Agreement Number 39056 (originally a 3 year contract), "Internet Network Support Services Agreement," with OCDE. The amended agreement changes the term to 1 year, commencing on July 1, 2013 and ending on June 30, 2014. This service is estimated to incur an annual fee of \$78,000, although final costs will be based upon actual usage. FVSD will be billed for this service only if OCDE receives an invoice from the California K12 High Speed Network for Internet access for 1 GB. This billing arrangement has been past practice and, to date, FVSD has never been charged for Internet access service.

### Recommendation

It is recommended that the Board approve Agreement Number 39056 – Amendment 1, "Internet Network Support Services Agreement," with the Orange County Department of Education for services to begin July 1, 2013 and end on June 30, 2014.

2 AMENDMENT 1  
3 2013 - 2014  
4 INTERNET NETWORK SUPPORT SERVICES AGREEMENT  
5 FOUNTAIN VALLEY SCHOOL DISTRICT

6 The Internet Network Support Services Agreement, hereinafter  
7 referred to as AGREEMENT, entered into by and between the Orange  
8 County Superintendent of Schools, 200 Kalmus Drive, Costa Mesa,  
9 California 92626, hereinafter referred to as SUPERINTENDENT, and  
10 Fountain Valley School District, 10055 Slater, Fountain Valley,  
11 California 92708, hereinafter referred to as DISTRICT, is hereby  
12 amended as follows:

13 1.0 Section 2.0 TERM shall be amended to read as follows: This  
14 AGREEMENT shall be in full force and effect for the period  
15 commencing July 1, 2013, and ending on June 30, 2014, subject to  
16 termination as set forth in this AGREEMENT.

17 2.0 Section 3.0 PAYMENT shall be amended to read as follows:  
18 DISTRICT agrees to pay SUPERINTENDENT for services rendered pursuant  
19 to Section 1.0 of this AGREEMENT a total amount not to exceed  
20 Seventy-eight thousand dollars (\$78,000.00). Reimbursement for  
21 services will be based on the actual expenses incurred by  
22 SUPERINTENDENT in providing Internet access. The amounts listed  
23 below are estimated charges to the SUPERINTENDENT for fiscal year  
24 2013 - 2014 and are based on the type, level, and number of services  
25 provided to DISTRICT. DISTRICT shall be notified in writing of any  
increase in charges incurred by SUPERINTENDENT in supporting the  
network that result from rate changes. DISTRICT agrees to pay

1 SUPERINTENDENT the actual charges within thirty (30) days upon  
2 receipt of an itemized invoice in triplicate from SUPERINTENDENT.

3 Charges shall be as follows:

ITEM#	COST	DESCRIPTION OF SERVICE/SUPPORT
1.	<u>ANNUAL FEE</u> \$78,000.00	Internet Access Fee. DISTRICT will be billed only if SUPERINTENDENT receives an invoice from California K12 High Speed Network for Internet access for <u>1 GIG</u> .

**TOTAL FEE: \$78,000.00**

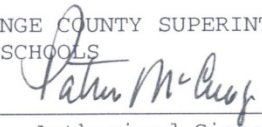
2.0 Except as expressly herein amended, said AGREEMENT shall in all respects be and remain in full force and effect.

IN WITNESS WHEREOF, the Parties hereto set their hands.

DISTRICT: FOUNTAIN VALLEY  
SCHOOL DISTRICT

ORANGE COUNTY SUPERINTENDENT  
OF SCHOOLS

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

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

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

PRINTED NAME: Patricia McCaughey

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

TITLE: Coordinator

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

DATE: February 21, 2014

FVSD-Internet-Amend 1(39056)  
ZIP4



# FOUNTAIN VALLEY SCHOOL DISTRICT

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

## Memorandum

Board Meeting  
March 13, 2014

**TO:** Christine Fullerton, Assistant Superintendent, Business  
**FROM:** Julianne Hoefer, Director, Office of Assessment and Accountability  
**DATE:** March 3, 2014  
**SUBJECT:** Approval of Orange County Department of Education as Service Provider Under E-Rate

---

### Background

The Fountain Valley School District has been participating in the E-rate program for more than 10 years. The E-rate program is a Federal program which provides schools and libraries across the country with substantial discounts on their technology services. Discounts for costs of eligible services range from 20% to 90% and depend on the level of poverty and the urban/rural status of the population served. In Fountain Valley School District, discounts reduce the costs of our telephone service, Internet access, and the internal connections we use to build and maintain the computer networks that link our classrooms.

Under the E-Rate program, services for the district are requested a year in advance. Potential service providers may submit proposals to the district and, after a careful vetting process, providers whose services best meet our needs are selected. The Orange County Department of Education has provided Internet Access service to FVSD in the past and continues to be our preferred provider for this service. We are seeking approval of Agreement Number 40342, "Internet Access Agreement," with OCDE. The term of the agreement is 1 year, commencing on July 1, 2014 and ending on June 30, 2015. Services will be provided at no cost. This is contingent upon OCDE's receipt of a no charge invoice from the California K-12 High Speed network. FVSD will be notified in writing if OCDE no longer receives Internet access at no charge at which time OCDE will provide FVSD with an itemized invoice. FVSD will have the option to pay the invoice or terminate this Agreement at their discretion.

### Recommendation

It is recommended that the Board approve Agreement Number 40342, "Internet Access Agreement," with the Orange County Department of Education for services to begin July 1, 2014 and end on June 30, 2015.



2  
3 INTERNET ACCESS AGREEMENT  
FOUNTAIN VALLEY SCHOOL DISTRICT

4 This Internet Access Agreement, hereinafter referred to as  
5 Agreement, is hereby entered into by and between the Orange County  
6 Superintendent of Schools, 200 Kalmus Drive, Costa Mesa, California  
7 92626, hereinafter referred to as Superintendent, and Fountain  
8 Valley School District, 10055 Slater Avenue, Fountain Valley,  
9 California 92708, hereinafter referred to as District.  
10 Superintendent and District shall be collectively referred to as the  
11 Parties.

12 NOW, THEREFORE, the Parties hereto mutually agree as  
13 follows:

14 1.0 SERVICES. Superintendent agrees to provide Internet access  
15 for up to 10 GB and support to District at no cost in accordance  
16 with the terms and conditions set forth in this Agreement.

17 2.0 TERM. This Agreement shall be in full force and effect for  
18 the period July 1, 2014 to June 30, 2015, subject to termination as  
19 set forth in this Agreement. This Agreement may be extended upon  
20 mutual written agreement of the Parties for two (2) additional one  
21 year periods.

22 3.0 PAYMENT. Superintendent shall provide Internet access and  
23 support pursuant to Section 1.0 of this Agreement at no cost to the  
24 District Superintendent receives Internet access at no charge from  
25 the California K-12 High Speed Network. District shall be notified  
in writing if Superintendent no longer receives Internet access at

1 no charge at which time Superintendent will provide District an  
2 itemized invoice in triplicate from Superintendent. District will  
3 have the option to pay the invoice or terminate this Agreement at  
4 District's discretion.

5 4.0 TECHNICAL SUPPORT. District shall be entitled to ongoing  
6 technical support and assistance for Internet access from  
7 Superintendent, provided however, that the availability or  
8 performance of this technical support service shall not include  
9 circuit connectivity nor be construed as altering or affecting  
10 Superintendent's obligations as set forth in this Agreement.  
11 Superintendent's technical support via telephone shall be provided  
12 to DISTRICT without charge Monday through Friday from 7:00 A.M. to  
13 5:00 P.M., excluding Superintendent's holidays.

14 5.0 TERMINATION. This Agreement may be terminated by  
15 Superintendent or District with or without cause, upon the giving of  
16 sixty (60) days prior written notice to the nonterminating party  
17 specifying the effective date of termination.

18 6.0 INDEPENDENT CONTRACTOR. Superintendent, in the performance  
19 of this Agreement, shall be and act as an independent contractor.  
20 Superintendent understands and agrees that Superintendent and all of  
21 Superintendent's employees shall not be considered officers,  
22 employees or agents of the District, and are not entitled to  
23 benefits of any kind or nature normally provided employees of the  
24 District and/or to which District's employees are normally entitled,  
25 including, but not limited to, State Unemployment Compensation or  
Workers' Compensation. Superintendent assumes the full

1 responsibility for the acts and/or omissions of Superintendent's  
2 employees as they relate to the services to be provided under this  
3 Agreement. Superintendent shall assume full responsibility for  
4 payment of all federal, state and local taxes or contributions,  
5 including unemployment insurance, social security and income taxes  
6 with respect to Superintendent's employees.

7 7.0 HOLD HARMLESS.

8 A. Superintendent hereby agrees to indemnify, defend, and hold  
9 harmless District, its Governing Board, officers, employees, and  
10 agents from every claim or demand and every liability, loss, damage,  
11 or expense of any nature whatsoever which may be incurred by reason  
12 of any negligent act or negligent omission of any employee, agent or  
13 officer of Superintendent arising out of this Agreement.

14 B. District hereby agrees to indemnify, defend, and hold  
15 harmless Superintendent, the Orange County Board of Education, and  
16 its officers, employees, and agents from every claim or demand and  
17 every liability, loss, damage, or expense of any nature whatsoever  
18 which may be incurred by reason of any negligent act or negligent  
19 omission of any employee, agent or officer of District arising out  
20 of this Agreement.

21 8.0 INSURANCE. Parties agree to carry insurance as mutually  
22 agreed to and shall provide certificates of insurance if requested.

23 9.0 NON-DISCRIMINATION. Superintendent agrees that  
24 Superintendent will not engage in unlawful discrimination in  
25 employment of persons because of race, ethnicity, religion,

1 deposit in any U.S. Post Office. The address to which notices or  
2 demands may be given by either party may be changed by written  
3 notice given in accordance with the notice provisions of this  
4 section. As of the date of this Agreement the addresses of the  
5 Parties are as follows:

6 DISTRICT: Fountain Valley School District  
10055 Slater Avenue  
7 Fountain Valley, California 92708  
Attn: Scott A. Martin

8 SUPERINTENDENT: Orange County Superintendent of Schools  
200 Kalmus Drive  
9 Costa Mesa, California 92626  
10 Attn: Patricia McCaughey

11 14.0 SEVERABILITY. If any term, condition or provision of this  
12 Agreement is held by a court of competent jurisdiction to be  
13 invalid, void, or unenforceable, the remaining provisions will  
14 nevertheless continue in full force and effect and shall not be  
15 affected, impaired or invalidated in any way.

16 15.0 NON WAIVER. The failure of District or Superintendent to  
17 seek redress for violation of, or to insist upon, the strict  
18 performance of any term or condition of this Agreement, shall not be  
19 deemed a waiver by that party of such term or condition, or prevent  
20 a subsequent similar act from again constituting a violation of such  
21 term or condition.

22 16. ENTIRE AGREEMENT/AMENDMENT. This Agreement and any exhibits  
23 attached hereto constitute the entire agreement among the Parties to  
24 it and supersedes any prior or contemporaneous understanding or  
25 agreement with respect to the services contemplated, and may be

1 amended only by a written amendment executed by both Parties to the  
2 Agreement.  
3 17.0 GOVERNING LAW. The terms and conditions of this Agreement  
4 shall be governed by the laws of the State of California, with venue  
5 in Orange County, California.  
6

7 IN WITNESS WHEREOF, the Parties hereto have caused this  
8 Agreement to be executed.

9 DISTRICT: FOUNTAIN VALLEY SCHOOL DISTRICT	ORANGE COUNTY SUPERINTENDENT OF SCHOOLS
10 BY: <u>Scott Martin</u> Authorized Signature	BY: <u>Patricia McCaughey</u> Authorized Signature
11 PRINTED NAME: <u>Scott R. Martin</u>	PRINTED NAME: <u>Patricia McCaughey</u>
12 TITLE: <u>Director, Fiscal Services</u>	TITLE: <u>Coordinator</u>
13 DATE: <u>2-14-14</u>	DATE: <u>FEB 27 2014</u>

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# FOUNTAIN VALLEY SCHOOL DISTRICT

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10055 Slater Ave. • Fountain Valley, CA 92708 • 714.843.3200 • [www.fvgsd.k12.ca.us](http://www.fvgsd.k12.ca.us)

## FOUNTAIN VALLEY SCHOOL DISTRICT SUPPORT SERVICES

### MEMORANDUM

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

**FROM:** Abby Wright, Director, Support Services

**SUBJECT:** **AMERICAN LANGUAGE SERVICES**

**DATE:** February 28, 2014 – for March 13, 2014 Board Meeting

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#### **BACKGROUND**

Due to increasing requests for interpreter and translator services for parent conferences/meetings, assessments, IEP's, etc., there is a need to contract with an outside agency to meet these requests as Fountain Valley School District does not have the resources to meet these requests. These requests will be filled on a case by case basis and so charged on a case by case basis. We would like to contract with American Language Services. This company has the ability to service a wide variety of languages that may be requested for interpretation and/or translation. Term of agreement to be March 1, 2014 thru June 30, 2014. Amount to be \$5,000.

#### **RECOMMENDATION**

It is recommended that the Board of Trustees approve the contract with American Language Services for March 1, 2014 through June 30, 2014 and authorize the Superintendent or designee to sign all documents.

sb



MAKING THE WORLD A LITTLE SMALLER

## AMERICAN LANGUAGE SERVICES HAS BEEN SERVING THE EDUCATIONAL COMMUNITY SINCE 1985 PROPOSAL FOR FOUNTAIN VALLEY SCHOOL DISTRICT

*ISO Certified – 9001 & 13485*

### **ABOUT AMERICAN LANGUAGE SERVICES:**

Founded in 1985, Southern California based American Language Services ® (AML-Global) evolved from an intimate language school into the leading interpreting and translating agency it is today. AML-Global provides a full range of international multi-language communication services and offers its unique services worldwide. Our language professionals are available 24 hours/ 7 days a week.

American Language Services is a worldwide leader in the translation and interpreting industry. By paying meticulous attention to details, AML-Global has earned an outstanding reputation for providing both written and verbal language services that are timely and cost effective. AML-Global translators, interpreters, transcriptionists and multimedia specialists are fluent in virtually every written and spoken language around the globe. Over many years, AML-Global has accumulated and developed some of the most impressive linguistic talent in the world. Our language experts are located in hundreds of countries across every continent, covering every time zone. These highly skilled professionals are recruited, screened and tested to ensure the quality of our work is at the highest level.

AML-Global understands the needs of the educational community. Whether translating text, or transcribing audio and video files, we have skilled and experienced teams who work with the latest in technology, including CAT tools, a multitude of software, advanced hardware, web-interfacing, and desktop publishing programs. We have a secured, backed up network with encryption technology for the transferring and maintenance of files. This offers the highest level of security to ensure complete confidentiality and safekeeping of all data.

AML-Global offers our teams of highly skilled interpreters, technicians, project managers for any type of interpreting assignment. We also offer state-of-the-art interpreting equipment wherever it is needed, in the U.S. or internationally. From pre-planning to assignment completion, AML-Global will handle your requests efficiently, promptly and cost-effectively.

### **AML-GLOBAL QUALITY STATEMENT:**

American Language Services believes in providing real value to our clients. It is essential that all of our work is performed consistently and with the highest quality. Our expertly trained staff and extensive resources give us the ability to provide our clients with outstanding value through superior quality and service. The fundamental elements of our superior service are: timely responsiveness to client needs, returning communications to you in a rapid and detailed manner, providing quotes for projects that are clear and concise, answering questions in an honest and helpful manner as well as achieving our goal of 100% on-time delivery. Our essential core value is combining ultra competitive pricing with outstanding quality. We understand that each of our clients is important and our goal is complete satisfaction and long term partnerships.

#### **World Headquarters:**

1849 Sawtelle Boulevard, Suite #600 • Los Angeles, California 90025

Phone: 800.951.5020 or 310.829.0741 Fax: 866.773.8591 email: [translation@alsglobal.net](mailto:translation@alsglobal.net)

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## AMERICAN LANGUAGE SERVICES HAS BEEN SERVING THE EDUCATIONAL COMMUNITY SINCE 1985

*ISO Certified – 9001 & 13485*

### **INTERPRETING**

- Worldwide coverage
- Qualified and certified for *all languages*
- Emergency & last minute scheduling
- Specializing in parent teacher conferences, meetings, hearings, special education needs, and community events.
- 15 minute early courtesy arrival
- Simultaneous & consecutive interpreting
- Phone conferencing
- Native speakers from around the globe

### **TRANSLATION & TRANSCRIPTION**

- IEP's, notices, curriculum, HR Docs
- Excellent rates with fast turnaround
- All deadlines met
- Immediate response for quotes
- Meticulous and precise
- Certified & notarized documents
- Transcriptions, all media, all languages

### **DESKTOP PUBLISHING**

- **All Major Software**  
InDesign, Quark, FrameMaker, PageMaker Pro, Microsoft Office, Adobe Products ... & many others
- PC & Mac operating platforms
- Print Ready Delivery

### **QUALITY CONTROL**

- Quality Control Process: All translations include a Three Step Process: Translation, Proofing, and Editing
- ISO Certified – 13485 & 9001

**WE HAVE THE WORDS YOU NEED, BECAUSE WE SPEAK YOUR LANGUAGE**

World Headquarters

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## AMERICAN LANGUAGE SERVICES INTERPRETING RATES SOUTHERN CALIFORNIA

LANGUAGE	HALF DAY UP TO 3 HOURS	FULL DAY 3+ TO 6 HRS	ADDITIONAL HOURLY RATE
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### MAJOR LANGUAGES

SPANISH	\$295	\$495	\$85
ARABIC	\$425	\$725	\$115
ARMENIAN – EASTERN/WESTERN	\$375	\$725	\$95
CANTONESE	\$445	\$645	\$115
JAPANESE	\$795	\$1,150	\$195
KHMER	\$465	\$795	\$145
KOREAN	\$475	\$795	\$150
MANDARIN	\$445	\$685	\$115
PORTUGUESE	\$475	\$675	\$120
PUNJABI	\$465	\$795	\$145
RUSSIAN	\$475	\$695	\$115
TAGALOG	\$495	\$785	\$115
VIETNAMESE	\$495	\$785	\$120
AMERICAN SIGN LANGUAGE	\$95 PER HOUR, PER INTERPRETER, 2 HOUR MINIMUM		

### LANGUAGES BY REGION

MIDDLE EASTERN	\$445	\$695	\$120
MOST ASIAN	\$445	\$695	\$120
MOST EUROPEAN	\$525	\$795	\$150

### SPECIALIZED LANGUAGES

HEBREW, GREEK, THAI, CZECH, INDONESIAN, MONGOLIAN, CROATIAN, SERBIAN, SLAVIC, SLOVENIAN, BURMESE, AFRICAN, LAO, INDIAN, FILIPINO, AFGHAN, PAKISTANI & OTHERS			
	\$550	\$850	\$145

- ASL Assignments over (2) hours require (2) interpreters.
  - AML-Global rates are subject to change based on time of scheduling without prior notification. All other rates are subject to change.
  - Overtime fees may apply
- Rates effective January 1, 2013
  - Regional pricing may vary
  - Please note: We have a 24-hour cancellation policy for most languages and (48) hour for American Sign Language (ASL)
  - Phone Interpreting available upon request.



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## TRANSLATION RATES

<i>LANGUAGE</i>	<i>PRICE PER WORD</i>
Arabic	\$.18-.22
Chinese	\$.18-.22
Danish	\$.21-.24
Dutch	\$.21-.24
French	\$.18-.21
German	\$.18-.21
Hebrew	\$.21-.25
Italian	\$.18-.21
Japanese	\$.19-.24
Korean	\$.19-.24
Norwegian	\$.21-.24
Portuguese	\$.16-.19
Russian	\$.18-.21
Spanish	\$.11-.13
Turkish	\$.19-.21
Vietnamese	\$.19-.24

**For documents needing desktop publishing, or specialized formatting we charge \$75/hour. This rate also applies to editing of previously translated documents.**

- Please note that this is a partial list. AML-Global can support any language combination
- Rates are subject to change. AML-Global rates are subject to change based on time of scheduling without prior notification.
- Project volume & deadline may affect pricing.
- Rates effective January 1, 2013
- All jobs are individually priced
- Standard delivery format is in Microsoft Word
- Technical elements may affect pricing.
- Pricing above reflects standard turnaround times.
- Expedited service is available and priced individually.

**World Headquarters**

**1849 Sawtelle Boulevard, Suite #600 • Los Angeles, California 90025**

**Phone: 800.951.5020 or 310.829.0741 Fax: 866.773.8591 email: [translation@alsglobal.net](mailto:translation@alsglobal.net)**

**[www.alsglobal.net](http://www.alsglobal.net)**



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## AMERICAN LANGUAGE SERVICES TRANSCRIPTION RATES

LANGUAGE	COST PER AUDIO HOUR	LANGUAGE	COST PER AUDIO HOUR
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(Partial List of over 150 Languages)

### ENGLISH

	Per Min	Per Hr		Per Min	Per Hr
ENGLISH <> ENGLISH	\$3.50	\$210	BRITISH ENGLISH <> BRITISH ENGLISH	\$3.50	\$210

### AMERICAS

	Per Min	Per Hr		Per Min	Per Hr
SPANISH <> ENGLISH	\$6	\$360	PORTUGUESE <> ENGLISH	\$7.50	\$450

### EUROPEAN

	Per Min	Per Hr		Per Min	Per Hr
BULGARIAN <> ENGLISH	\$8	\$480	HUNGARIAN <> ENGLISH	\$8	\$480
CATALAN <> ENGLISH	\$8	\$480	ITALIAN <> ENGLISH	\$8	\$480
DUTCH <> ENGLISH	\$8	\$480	POLISH <> ENGLISH	\$8	\$480
FRENCH <> ENGLISH	\$8	\$480	ROMANIAN <> ENGLISH	\$8	\$480
GERMAN <> ENGLISH	\$8	\$480	RUSSIAN <> ENGLISH	\$8	\$480
GREEK <> ENGLISH	\$8	\$480	UKRAINIAN <> ENGLISH	\$8	\$480

### MIDDLE EASTERN

	Per Min	Per Hr		Per Min	Per Hr
ARABIC <> ENGLISH	\$8	\$480	HEBREW <> ENGLISH	\$12	\$720
FARSI <> ENGLISH	\$8	\$480			

### ASIAN

	Per Min	Per Hr		Per Min	Per Hr
ARMENIAN <> ENGLISH	\$7.50	\$450	INDONESIAN <> ENGLISH	\$9.50	\$570
KHMER <> ENGLISH	\$9.50	\$570	JAPANESE <> ENGLISH	\$12	\$720
CEBUANO <> ENGLISH	\$7.50	\$450	KOREAN <> ENGLISH	\$12	\$720
CHINESE <> ENGLISH	\$7.50	\$450	KURDISH <> ENGLISH	\$9.50	\$570
DARI <> ENGLISH	\$7.50	\$450	PASHTO <> ENGLISH	\$7.50	\$450
HINDI <> ENGLISH	\$7.50	\$450	PUNJABI <> ENGLISH	\$7.50	\$450
HMONG <> ENGLISH	\$9.50	\$570	TAGALOG <> ENGLISH	\$7.50	\$450
TAIWANESE <> ENGLISH	\$9.50	\$570	THAI <> ENGLISH	\$9.50	\$570
TURKISH <> ENGLISH	\$7.50	\$450	URDU <> ENGLISH	\$7.50	\$450
VIETNAMESE <> ENGLISH	\$9.50	\$570			

## EXPEDITED TURNAROUND TIMES AVAILABLE

- Cost & turnaround time is determined by quality of audio, number of speakers, density of audio, time coding and audio format
- AML-Global rates are subject to change without prior notification
- Projects requiring both source & target language transcripts will be individually quoted
- Source to source language combinations are charged at 75%
- Rates effective January 1, 2013
- All jobs are individually priced
- Standard delivery format is in Microsoft Word
- Specialized projects will be quoted individually
- Minimums will apply for all languages
- There will be additional charges for time coding based on the language and specific requirements
- Expedited rates will apply

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[www.alsglobal.net](http://www.alsglobal.net)

of the listed rates above.

## AMERICAN LANGUAGE SERVICES EDUCATION CLIENT LIST (PARTIAL LIST)

ABC Unified School District	Eastside Union District
Acton School District Office	El Rancho Unified School District
Alhambra Unified School District	El Segundo Unified School District
Anaheim City School District	Fairbanks North Star Borough School District
Antelope School District	Federal Wage and Labor Law Institute
Arizona State University	Franklin Elementary School
Azusa Unified School District	Garvey School District
Baldwin Park Unified School District	Glendale Unified School District
Bassett Unified School District	Glendora Unified School District
Bellflower Unified School District	Gorman School District
Beverly Hills Unified School District	Hacienda La Puente Unified School District
Bonita Unified School District	Hampton University
Carlsbad Unified School District	Harvey Mudd College
Castaic Union School District	Hawthorne School district
Centinella Valley Union School District	Hermosa Beach City School District
Charter Oak Unified School District	Hughes Elizabeth Lakes School District
Claremont Unified School District	Inglewood Unified School District
Compton Unified School District	Keppel School District
Conejo Valley Unified School District	La Canada Unified School System
Corinne A. Seeds University Elementary School	Lancaster School District
Corona Norco Unified School District	Las Virgenes School District
Covina Valley Unified School District	LAUSD (Los Angeles) Community Outreach
Crescenta Valley Water District	LAUSD District 8, A, B, C, D, E, F, G, H, I, J
Culver City Unified School District	LAUSD Translation Unit
DeVry University	Lawndale School District
Downey Unified School District	Learn.com
Duarte Unified School District	Lennox School District
East Whittier City School District	Little Lake City School District

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Long Beach City College CITD-CMTAC  
Long Beach City College CITD-CMTAC  
Long Beach Unified School District  
Los Angeles County Office of Education  
Los Nietos School District  
Lynwood Unified School District

Marquez Charter School  
MIND Institute  
Monrovia Unified School District  
Montebello Unified School District  
NewHall School District

## **AMERICAN LANGUAGE SERVICES EDUCATION CLIENT LIST (PARTIAL LIST) (continued)**

Orange County Department of Education  
Oxnard School District  
Palmdale School District  
Palos Verdes Peninsula  
Paramount Unified School District  
Pasadena Unified School District  
Placer County Office of Education  
Pomona Unified School District  
Redondo Beach Unified School District  
Rio School District  
Riverside Unified School District  
Rosemead School District  
Rowland Unified School District  
San Bernardino County Schools  
San Diego School District  
San Francisco Unified School District  
San Gabriel Unified School District  
San Marino Unified School District  
Santa Monica – Malibu School District  
Saugus School District  
SELP Casa Pacifica  
SELPA Antelope Valley  
SELPA Corona-Norco USD  
SELPA Downey-Montebello  
SELPA East San Gabriel Valley (Arcadia)  
SELPA East San Gabriel Valley (Covina)  
SELPA East Valley Consortium  
SELPA Foothill (Glendale)  
SELPA Long Beach

SELPA Los Angeles USD  
SELPA Norwalk – La Mirada  
SELPA Pasadena  
SELPA Santa Clarita  
SELPA Southwest Service Area (Lawndale)  
SELPA Tri-Cities (Beverly Hills)  
SELPA Ventura County  
SELPA Whittier Area CO-OP  
Simi Valley Unified School District  
South Pasadena Unified School District  
South Whittier School District  
Southern CA School of Interpreting  
Stanford University  
Sulphur Springs School District  
Temple City Unified School District  
Torrance Unified School District  
UCEA  
UCLA Law School  
UCLA Molecular Pharmacology Department  
University of Southern California  
Walnut Valley Unified School District  
West Covina Unified School District  
Western Psychological Services  
Westside School District  
Whittier City School District  
Whittier Union High School District  
William S. Hart Union School District  
Wilsona School District  
Wiseburn School District

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♦ DALLAS ♦ HOUSTON ♦ WASHINGTON DC ♦



# FOUNTAIN VALLEY SCHOOL DISTRICT

10055 Slater Ave. • Fountain Valley, CA 92708 • 714.843.3200 • www.fvsd.k12.ca.us

## FOUNTAIN VALLEY SCHOOL DISTRICT SUPPORT SERVICES

### MEMORANDUM

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

**FROM:** Abby Wright, Director, Support Services

**SUBJECT:** **EDGE OF TOWN PRODUCTIONS, LLC**

**DATE:** February 28, 2014 – for March 13, 2014 Board Meeting

---

#### **BACKGROUND**

The Edge of Town Productions, LLC provides the RISING UP: Coaching Program to Middle School counselors and students. The RISING UP: Coaching Program has been developed to help school counselors increase their campus wide reach. With student performance, teen angst, and relationship issues at the forefront of every student, parent, and educator's mind, it has become necessary for professional school counselors to extend their services beyond the traditional counseling services that many have been expected to offer. The RISING UP: Coaching Program's focus is to help middle school students develop into healthy resilient teenagers by working with a select group of "Peer Coaches" this program is poised to strengthen students at both younger and older grade levels. Focused on teaching students the tools needed to start RISING UP over any adversity that they are facing at school, at work or at home, the RISING UP: Coaching Program teaches youth the importance of understanding where they have been, who they are, and what type of life they want to create. Every student in the RISING UP: Coaching Program will have a better understanding of who they are and why these life skills matter so much to their personal development. One training date between December 2, 2013 and June 30, 2014 is required at \$1,150.00 to start the RISING UP: Coaching Program.

#### **RECOMMENDATION**

It is recommended that the Board of Trustees approve the contract with Edge of Town Productions for December 1, 2013 through June 30, 2014 and authorize the Superintendent or designee to sign all documents.

sb

# RISING UP

## - COACHING PROGRAM -

### OVERVIEW

The RISING UP: Coaching Program has been developed to help school counselors increase their campus wide reach. With student performance, teen angst, and relational issues at the forefront of every student, parent, and educator's mind, it has become necessary for professional school counselors to extend their services beyond the traditional counseling services that many have been expected to offer.

### SUMMARY

Written by JC Pohl and Dr. Stephanie Eberts, The RISING UP: Coaching Program's focus is to help middle school students develop into healthy resilient teenagers.

Ideally, when working in this program 8<sup>th</sup> grade students (coaches) will "coach" 6<sup>th</sup> or 7<sup>th</sup> grade students through various self-development modules. Based on a curriculum that can last from three months up to ten months a team of 25-50 coaches should be able to reach more than 1,000 students across the implementation of this program. All coaching sessions can be completed during in-class guidance sessions, advisory periods, special meetings, or through after-school/lunch time activities.

Through each module coaches will work with students to better understand themselves and their connection to the school community. Through this strengthening of self, and better understanding of how they fit in the school community, the RISING UP: Coaching Program is uniquely positioned to strengthen a school's student population from the inside out.

### IMPACT

The coaches and students in this program will learn how to:

- Understanding Culture and Self
- Decision-Making/Goal Setting
- Career Exploration
- Choices & Consequences
- Overcoming Adversity and Building Resilience

These learning objectives will be accomplished through:

- Group interaction
- Journaling
- Building off of core principles
- Learning to build support networks
- Asking for help

Ultimately, every student in the RISING UP: Coaching Program will have a better understanding of who they are and why these life skills matter so much to their personal development.

Contact: JC Pohl – [jc@edgeoftownproductions.com](mailto:jc@edgeoftownproductions.com)



# RISING UP

## - COACHING PROGRAM -

*"One way that professional school counselors can have a wider effect than working one on one with the individual students most in need is to implement and supervise programs that serve a larger swath of the student population. Providing guidance lessons to large groups, such as on social skills, is one way to reach this wider group of students. **Yet, when students themselves assist in the delivery of guidance lessons and learning experiences for other students, the number of students affected by the developmental guidance program may be greatly magnified or doubled.**"*

- Michael Karcher, Ed.D., Ph.D

Department of Counseling, University of Texas – San Antonio

Following the lead from Dr. Karcher's research, The RISING UP: Coaching Program has been developed to help school counselors increase their campus wide reach. In many states, the current student to counselor ratio is 600 to 1, in some states that ratio is over 1,000 to 1. This obstacle, coupled with the fact that many school counselors have been relegated to administrative and scheduling duties, has created a massive struggle in the day-to-day job function of the professional school counselor. With student performance, teen angst, and relational issues at the forefront of every student, parent, and educator's mind, it has become necessary for professional school counselors to extend their services beyond the traditional one on one counseling services that they have traditionally been expected to offer.

Working with a select group of "peer coaches" this program is poised to strengthen students at both younger and older grade levels. Focused on teaching students the tools needed to start RISING UP over any adversity that they are facing at school, at work, or at home, the RISING UP: Coaching Program teaches youth the importance of understanding where they have been, who they are, and what type of life they want to create.

### SUMMARY

The RISING UP: Coaching Program's focus is to help middle school students develop into healthy resilient teenagers. While most peer-mediation or peer-mentor programs focus on the at-risk population or students who are already in conflict, the RISING UP: Coaching Program is designed to impact every student on campus.

Ideally, when working in this program 8<sup>th</sup> grade students (coaches) will "coach" 6<sup>th</sup> or 7<sup>th</sup> grade students to better understand themselves and the world in which they are living. Based on a curriculum that can last from three months up to ten months a team of 25-50 coaches should be able to reach more than 1,000 students across the implementation of this program. All coaching sessions can be completed during in-class guidance sessions, advisory periods, special meetings, or through after-school/lunch time activities. Coaches will be given specific modules to coach students through. These modules include:

- Understanding Adversity & Building Resiliency
- Understanding One's Cultural Background
- Career Exploration
- Choices & Consequences

Through each module coaches will work with students to better understand themselves and their connection to the school community. Through this strengthening of self, and better understanding of how they fit in the school community, the RISING UP: Coaching Program is uniquely positioned to strengthen a school's student population from the inside out.

### COACHES

Coaches will be trained via project-based learning techniques and will be empowered to coach and follow up with students on a regular basis. This opportunity to help and coach their fellow students will enable them to gain a stronger understanding of self and their peers.

The coaches in this program will learn how to:

- Be a leader
- Be a role model
- Be flexible
- Support and mentor younger students

The coaches will gain all of these skills and abilities on top of the knowledge that they will learn from the program itself. By coaching in this program they will have to learn how to communicate and teach these skills to younger students. As a result, the coaches will have a deeper insight into the lessons because they will be sharing them with younger students. This will lead to a greater sense of self-efficacy that comes with helping someone else to better understand their own world and life. Through helping and mentoring younger students, the coaches will learn more about their own abilities and strengths. Ultimately, it is this self-worth that will help them to transition to high school and take on the greater responsibilities needed for high school achievement.

### STUDENTS

The RISING UP: Coaching Program not only teaches peer coaches how to build self-esteem and confidence, but it will also teach each participating student important life skills to help them overcome adversity in their lives. Many students face obstacles such as bullying, divorce, poverty, low grades, and general pressures of fitting in. A plethora of school driven programs focus on solving the negative aspects of these situations, but the RISING UP: Coaching Program was created to get out in front of these life pressures and inspire students to find growth in various types of adversity.

The skills and information learned in these areas will be:

### **Understanding Culture and Self**

One of the hallmarks of adolescence is the new ability to think abstractly. Adolescents are able to use metacognition for the first time, which means that an exploration of their world and their inner self is appropriate and necessary for growth and development. It is important that students have the opportunity to understand their own culture and that of the world in which they live. Coaching modules in this area will help students to develop insight that will enable them to better cope with change and challenges.

### **Decision-Making/Goal Setting**

Decision-making and goal setting are two skills that will help students to have a more successful academic experience. Learning about what drives us to do the things we do can help students to find motivation to make changes in their lives. For example teaching students about the difference between the internal and external locus of control and how they can use both to make changes will be beneficial to students. Students will learn strategies about how to set goals, make decisions, and they will learn about the barriers that stand in their way to making choices that will benefit them.

### **Career Exploration**

Students should begin exploring the world of work as early as elementary school. By the time students are in middle school they have a capacity for self-awareness that enables them to visualize themselves in a particular profession. By exploring their own communities and interests, students will begin to think intentionally about how their decisions and interests can lead them to a fulfilling career. Coaching modules in this area will include in-depth analysis of one's own career map, as well as personal assessments that help determine each student's desires in relation to specific career or life-role aspirations.

### **Choices & Consequences**

When students enter adolescences, they often have a new found desire to experience things that they have never had the opportunity to experience. Sometimes this includes behavior that could jeopardize their lives, their futures, or simply "get them in trouble." These modules will explore the students' abilities to be in control of their own choices, and it will help them to think about the ramifications (both positive and negative) of those choices.

### **Overcoming Adversity and Building Resilience**

Resilience is the ability to bounce back from something challenging. Many researchers have found that people can and often do grow in positive ways after a difficult life event. This positive growth is largely dependent upon an individual's support network and ability to process and learn from the difficult events. Coaching modules in this area will teach the coaches strategies for encouraging students, building support networks, and helping to create a growth from difficulty.

These learning objectives will be accomplished through:

- Group interaction
- Journaling

- Building off of core principles
- Learning to build support networks
- Asking for help

Ultimately, every student in the RISING UP: Coaching Program will have a better understanding of who they are and why these life skills matter so much in their personal development.

## IMPLEMENTATION

School Counselors often struggle to find time to meet with students in small groups, guidance lessons, and individually. The RISING UP: Coaching Program will allow you to train a small group of students who then train and coach more students, thus helping the your program to reach more students. Typically older students on campus will be selected through a qualifying selection process and the school counselor through a series of training workshops and class sessions will then train them. Since middle school students are generally in the adolescent stage of development, this is an opportune time to use peer coaches to teach other students social/emotional, academic, and career skills learned through coaching.

After the RISING UP: Coaches are trained they will be asked to work with the student population through group sessions or in-class interaction. Ideally, the RISING UP: Coaching Program can be used during advisory periods or other similar programming periods through out the school year. In order to implement the program the following guidelines/milestones are suggested:

### **Train the Trainer Session/Curriculum Review**

While it is not mandatory, RISING UP does offer select training sessions on the RISING UP: Coaching Program. These are geared to help school counselors understand the overall structure of the program, the activities facilitated through the program, and the expected implications for students who participate. You can contact RISING UP to find when the next training session may be happening. These 1-day events are ideal for your entire counseling staff or for districts that employ many counselors across different school sites. If a train the trainer session is not currently available we do suggest a thorough review of this curriculum guide and we welcome calls to our office so we can answer your questions.

### **Initial Training**

School counselor performs initial ½ day training with all the selected coaches. The training will focus on how each coach should structure their time in the classroom, what skills are needed to run a group, and what they can expect out of each of the trainings offered through the program.

### **Follow Up Trainings**

The school counselor trains the coaches each month and provides check-in's and support throughout the program. By way of clarification, each month the school counselor will train the student coaches in that month's lessons that they will then be taking into the classroom training sessions. In order to do this each coach must spend the time flushing out his/her approach to each module. For example, a

module on career exploration may encourage students to list different careers or professions they might want to follow, but in order to coach students through such a module a coach needs to have his/her own examples of the careers or professions he/she might like to explore.

Note: This will also be a time to go over sample lessons, processing of ideas, additional content suggestions, and any other questions that the coaches may have.

### **In-Class Trainings**

Student coaches will spend about 45-minutes with the students that they coach. This could be one advisory period or as many as three depending on how the program is set up at each participating school. Coaches will implement the coaching modules that they have been taught during the follow up training sessions.

### **Program Evaluation**

It is important that the RISING UP: Coaching Program is evaluated on a regular basis. Receiving feedback will not only strengthen the coaching program, but also allow the overall counseling program to better understand how it is impacting the school community and the student development process. Sample assessments and evaluations are included in this curriculum, but modifications and customizations are advised to make sure the program is validating properly on each campus.

### **Feedback**

It is important to constantly interact with coaches and students after each training session. Collect qualitative summary reports to better understand your population, and more importantly take notes so you can adjust the program next time you run each training/module. This can be done through casual conversations, focus group meetings, or formalized meetings and discussion sessions.

### **Celebration Party!**

Coaching as well as being a student in this program can be a rewarding/life changing experience. It is one of relationship building and problem solving. The coach/student relationship should not end when the modules are over; the Coach/Student Celebration Party is a unique opportunity for schools to anchor in these relationships and foster greater connection and involvement on campus. The party will of course contain social elements, but also provide for the counseling staff, coaching staff, and students to give personal testimony and overview of what they learned about themselves and what they learned about RISING UP over adversity! You could even create an awards ceremony as a feature element of this celebration!

## **IDEAL PARTICIPANTS**

The RISING UP: Coaching Program has been created to broaden the reach of the comprehensive school-counseling program. With this in mind it is important to note that this program has been designed for inclusion of *all* students on campus. Ideal coaches can be well-recognized student leaders, but can also be other "alternative" leaders who may uniquely connect with students on campus. In addition to alternative leaders, many campuses are extremely diverse, so it is important to take diversity and connection issues into account when drafting a team of coaches that reflects your student population.

Remember Dr. Karcher's research has shown that the mentoring experiences will provide leadership and growth opportunities for students placed in this position. Due to this fact, ideal students will have good follow through skills, but may also have unrealized potential with regards to the growth and development of their relational skills.

With regards to the students who are participating, the RISING UP: Coaching Program should work effectively for almost any student on campus. Designed as a self-development curriculum, this program is uniquely positioned to allow all participating students an ability to shape and form the curriculum for themselves. Whether a student is at-risk, stuck in the middle of the pack, or a high performer, they all suffer from various stress and personal development issues

In addition, coaches should be at least one grade, preferably two grades older than the students they are coaching. 8<sup>th</sup> graders are ideal candidates to coach 6<sup>th</sup> graders, and 10<sup>th</sup> graders are ideal candidates to coach 8<sup>th</sup> graders who will be attending their high school the following year.

### **SELECTION PROCESS**

While the RISING UP: Coaching Program should be ideal for any student who wants to participate as a coach; the truth is numbers of students in the program will need to be limited so you can easily manage the curriculum across your coaching staff. We recommend a coaching staff of 25 students to start, with possibly adding 10-20 more once you have had success/experience with the program. Ultimately each school is different, your resources time, and students are different so we encourage you to manipulate your coaching staff based on your needs or the size of your counseling program. Due to this limited nature of the program we encourage a focused selection process. Surveying students to find out their interests with regards to helping others can help focus this process or nominations from teachers can also help democratize the process as well. Again, it will be important to service diverse parts of your student population, so we encourage you to work hard to choose a coaching staff that reflects your student population. While the coaching staff is restricted, please remember that you will be able to repeat this curriculum during the school year so the opportunity to select additional coaches or to rotate coaches through the program will always be available to you.

### **STAKEHOLDERS**

Principal – While Principals are not directly connected to this program, it is important to have their support and vision for the self-development work that your coaches will be doing on campus. Many principals are focused on managing the campus, handling student and staff issues, and increasing test scores/graduation rates. With this in mind, it is important to remember that the RISING UP: Coaching Program has been positioned to actually help principals deal with these various issues. Through creating better-connected students and more resilient teenagers research has proven that test scores can rise, graduation rates can grow, and campus pressures can ease.

Counselor – The RISING UP: Coaching Program is geared to help professional school counselors extend your overall reach on campus. In today's school environment school

counselors are responsible for forwarding a student's academic performance, fostering social and emotional health, and inspiring career development, but many school counselors end up chasing school schedules, dealing with crisis on campus, or working with upset parents. This coaching program was designed to be a pro-active element of your school counseling program. No longer do you need to wait for a child in crisis to show up in your office, now you can reach that child before the crisis happens, thus making your job and school environment healthier and more efficient.

Teachers – It is no secret to you! Teachers are the life-blood of any campus, and while the RISING UP: Coaching Program does not directly impact teachers it will be important to have their buy in and support. Teachers may be needed to provide support during in-class advisory programs, and many students in the coaching program may better connect with various teachers on campus. While participating in this program is meant to be a positive self-exploring process, it may also bring up life pressures or questions that students need to talk about. It is important to remind teachers that many of them might find themselves in a unique position to help students who are personally connecting to them for some rhyme or reason. It is important to remind them that this is the reason they became a teacher :)

### MATERIALS

The RISING UP: Coaching Program does not require excessive materials, but a unique set of tools can be provided to help coaches and clients excel in the program. RISING UP branded materials available to participating schools include:

- Coaching Clipboards
- Coaching Performance Apparel Shirts
- Student Journals
- Student Pens

Additional materials can also be created if needed. Contact RISING UP for questions, comments, or concerns.

### BIOS

#### JC Pohl – Creator

Focused on a message of strength and personal power, JC Pohl created RISING UP to provide self-development programming that works to create stronger more resilient teens that are committed to RISING UP against any adversity that they face in their life, career, or relationships.

During his career, JC has created products and services that have reached almost 5 million people as well as produced award-winning content for companies such as Warner Brothers, ESPN, and Disney. In addition, his work with filmmaker Erahm Christopher has produced several student made TEEN TRUTH films, the TEEN TRUTH LIVE speaking series, the TEEN TRUTH book, and the TEEN TRUTH: FILM FESTIVAL. Over the last six years, JC has personally touched almost 600,000 lives across North America and is considered by many to be an expert on life skills development and student issues.

He is currently pursuing his Master's Degree in Marriage and Family Therapy Counseling at

Texas State University, San Marcos and holds a Bachelor's Degree in Business and Marketing from Santa Clara University.

#### Dr. Stephanie Eberts – Writer

Stephanie Eberts, Ph.D. is an Assistant Professor at Texas State University in the Professional Counseling Program. She has also worked as a professional school counselor in K-12 schools for 10 years prior to becoming a counselor educator. After receiving her Ph.D from Georgia State University she has gone on to teach classes such as developmental issues, counseling children and adolescents, and intermediate/advanced counseling methods. She follows and teaches the American School Counseling Association (ASCA) National Model, and she believes in the importance of a comprehensive developmental school counseling program at all levels.

In addition to her teaching career, she has also written and presented in the areas of play, school counseling, and group work. She holds a Masters Degree in Community Counseling from Loyola University in New Orleans, and a Bachelor's Degree in Foreign Language Education from University of Georgia.

#### INFO

For more information visit [RisingUpCoaching.com](http://RisingUpCoaching.com) or contact RISING UP at [info@RisingUpAcademy.com](mailto:info@RisingUpAcademy.com) or 512.537.7104.

#### OTHER SUGGESTED RESOURCES

The RISING UP: Coaching Program is not the only way to extend your professional counseling program. RISING UP Creator, JC Pohl has also worked for many years with filmmaker Erahm Christopher to produce additional in school programming that may be of interest to you. Some of these products and services include:

TEEN TRUTH LIVE – A student assembly experience geared to help your entire school population understand the issues of bullying, drug abuse, and body image.

TEEN TRUTH: FILMS – Student shot films that help give an inside look into the issues of bullying, drug abuse, body image, and parenting/family communication issues.

TEEN TRUTH: DIFFERENCE MAKER SUMMIT – A workshop that redefines leadership and the power of student activities for student government groups.

TEEN TRUTH: BOOK – A powerful book that can be used in class to learn “Why Youth Have Something to Hide” and a great compliment to the RISING UP: Coaching Program

TEEN TRUTH: FILM FESTIVAL – An afterschool program focused on celebrating student voice and empowering afterschool communities to make a difference

Addition information about TEEN TRUTH can be found at [TeenTruth.net](http://TeenTruth.net) or by calling 818.237.5082.



**COACHING MODULE:** Understanding Culture & Self – Lesson #1

Objective: Raise student awareness of social norms and culture within their school.

Materials: Journals, Paper, chalk board/white board, pens/chalk

Lesson: The school counselor will teach the coaches to understand culture and self through the following lesson. This can then be replicated when the coaches are working with their students.

1. The school counselor will ask students to tell her/him what the rules of the school are. He/she will list them on the board. (2-3 minutes)
2. She/he will ask if there are any other rules. When the students are done listing the rules the coach will ask two student-volunteers to stand at the front of the room and face each other. She asks them to not speak, but to look at each other. After a few seconds of silence, she will ask them to take a step closer to one another. Then another, until the students are far too uncomfortable to continue. She/he will then process what the experience was like for them.
3. Generally students feel uncomfortable when they “break the unwritten rule” that there is supposed to be a certain amount of space between two people in casual conversation.
4. Have the class break into the groups and brainstorm other unwritten rules of society.
5. Discuss in the large group.
6. As a way to end the class, have each student reflect in his/her journal about the unwritten rules of their school. They can write a reflection, draw a picture, write a poem etc... Something illustrates the rule.

This will tie into the next lesson when you discuss how the unwritten rules of school impact students. The objective of this lesson is to encourage students to think about how values and morals come into play even though these guidelines are followed through out the school without them ever being written down. Ultimately, students should reflect on how this impacts their choices and how they feel about themselves.

**COACHING MODULE:** Understanding Culture & Self – Lesson #2

Objective: Encourage students to learn how they fit in to the social norms and cultures in which they are a part.

Materials: Large Roll Paper, pens, computer

Lesson:

1. Students will begin the class by reviewing Lesson #1 about the unwritten rules of their school.
2. They will brainstorm about what some of those rules are.
3. Students will then discuss how these rules are used in their homes, community, and religions.
4. As a group, the students will then be asked to create a utopia where they create the rules. (They might need an explanation of “utopia” as a perfect world)
5. In pairs or on their own (depending on the size of the group), students will be in charge of different areas of the utopian society and will create the rules for each area.
  - a. Society Behavior (treatment of self and others)
  - b. Entertainment
  - c. How it will be governed
  - d. Fashion
  - e. Jobs
  - f. Food and Shelter
  - g. Consequences for breaking the rules
  - h. Other
6. The students will discuss and process how this society is like or unlike the one that they currently live in. Other process questions include:
  - a. How many of these rules would apply in the world they currently live in?
  - b. Could this work? Why or why not?
  - c. What can they do as individuals to make this more of a reality? As a group?
  - d. If your parents created this utopia, what are some of the differences you might see?
  - e. How do these rules apply to your family?
7. Students should be asked to journal about themselves and where they fit into their current world vs. the utopian society that the class dreamed up.

**COACHING MODULE:** Decision Making & Goal Setting – Lesson #1

Objective: Raise awareness of the importance of setting goals and making decisions

Materials: Paper, pens, duct tape, and journals

Lesson:

1. Ask the students to give examples of goals that they have for their lives.
2. Discuss and process
3. Ask students how they plan to achieve their goals.
4. Discuss and process
5. Break the students up into groups of 4 or 5. Lay the duct tape out into two long strips with the sticky side up parallel to each other. The strips must be long enough that each of the students can put one foot on each of the tape. Put enough pairs of strips at one end of the room so that each group will have a pair. (If you have 10 students there should be two groups of 5 and four strips of tape on the ground right next to each other like a pair of skis.)
6. Tell the groups that their goal is to get to the other side of the room together in as little time as possible while each of the members remain stuck to the duct tape. You can insert as many or as few rules other than these as you'd like.
7. Once the students have accomplished their goal, each group needs to outline each of the steps that they took to accomplish their goal. They also need to identify barriers to accomplishing their goal.
8. Discuss as a large group. How were the processes different for each group? Why?
9. Discuss how this is like any other goal in the students' lives.
10. Have the students journal about a time when they set a goal and what resources and steps they needed to accomplish their goal.

**COACHING MODULE:** Decision Making & Goal Setting – Lesson #2

Objective: Students will learn how to “think outside of the box” when accomplishing goals. Students will also see the importance of cooperation in moving toward a goal.

Materials: A candy (skittles, m&m’s) or marking chips if the school does not allow candy

Lesson:

1. Students will review their last activity (group ski with duct tape) and discuss how working together helped them to achieve their goal.
2. The students will be broken up into pairs. They will then be told to get in the arm wrestling position. They will then be told that each time their hand touches the desk they will get a candy. The activity will be timed (one minute to start).
3. After they have completed their one-minute, they will report to the group how many times their arm touched the desk. And the leader will distribute the candies.
4. The group will brainstorm about ways to achieve the goal of getting more candies, like extend the time. You might go for two minutes.
5. Repeat step 3, but this time discuss the inequity among groups and group members.
6. Model for the group a way for each group member to achieve the goal of getting more candy. Instead of wrestling and resisting one another the team will allow for each person to touch the desk in rapid succession.
7. Have the group process what works about this approach. How does it feel to work together to achieve a goal?
8. Have the students re-do the activity for one minute.
9. Process how it feels for both team members to be successful.
10. Ask students how the idea of resistance gets in the way of their goals. How can they use cooperation to help each other to achieve their goals?
11. Have the students brainstorm a list of ways they can use cooperation to achieve personal related goals.
12. Ask students to journal about specific goals they may have and who can help them achieve those goals.

**COACHING MODULE:** Career Exploration – Lesson #1

Objective: To help students to understand their own family's culture around work or prevalent life roles.

Materials: Paper, pens, Example of a career genogram

Lesson:

1. Students will have to bring in homework. Their goal is to find out as many of the careers of as many family members as possible.
2. Once in the classroom, the coach will demonstrate how to create a genogram (it is like a family tree only it lists each family member's job or life-role function).
3. The coach will go through his or her own career genogram for the class.
4. The students will then create their own genograms.
5. The processing of this event will include:
  - a. What did you learn about your family history?
  - b. What did you know about your family's career history prior to today?
  - c. Were you surprised by anything?
  - d. What kind of education did your family members get in order to do their jobs?
  - e. How do you fit into your family's career history?
  - f. What kind of messages have you gotten about your own future career?
  - g. What is important to you in a job/career?

**COACHING MODULE:** Career Exploration- Lesson #2

Objective: Now that the students have explored their family's careers and training required for those positions, the students will begin to explore their own strengths and career aspirations.

Materials: Magazines, large paper, glue, paper & pens and a computer.

Lesson:

1. Ask the students where they see themselves at the age of 25.
2. First they should answer the following questions:
  - a. Where will you be living?
  - b. What are your major interests?
  - c. Who will you be living with?
  - d. How will you be earning a living?
3. Have the students go through the magazines and find pictures to cut out and arrange in a collage that will represent their lives at 25 years old.
4. The students will share their collages with the large group.
5. This activity could take the whole period. As a follow up to this activity, the students should identify the career they wish to have at 25 years old.
6. They will answer the following questions about the jobs by conducting a computer search.
  - a. What is the median salary for the job?
  - b. What kind of training do you need in order to get this job?
  - c. How much will that training cost?
  - d. What is the future projection of the growth of this sort of work?
  - e. If you wanted to work in this area in the future, what do you need to do now in order to increase your chances of success?
7. The students will share the results of the search with the class.

**COACHING MODULE:** Choices & Consequences – Lesson #1

Objective: To help students to understand their own abilities to make choices that will benefit them.

Materials: Clips from popular TV shows or movies, an overhead projector connected to a computer, paper and pens.

Lesson:

1. Find two clips from a TV show or movie that the students can relate to when it comes to dealing with choices and consequences. For example: The TV show Veronica Mars (it may be too old for your students, but you'll get the picture with this example). In the last episode of the series Veronica breaks into a home and steals a hard drive from the computer of a powerful man. As a result, the police want to arrest her.
2. Take the students through the following sequence:
  - a. Identify the challenge or conflict
  - b. What were the feelings of the character?
  - c. What were the consequences of her/his actions?
  - d. What could the character have done differently?
3. Take the students through this process with at least two different clips.
4. Have the students identify a situation or a conflict in their own lives. Remind them that they might be sharing these with the big group, so they may not want to put something down that they do not want the rest of the group to know.
5. Once the students have written down one situation, tell them to answer all of the above questions about their own situation.
6. Discuss as a large group.
7. Have the students project into the future, a situation that might come up for them. They could do this as a large group or individually. And go through the question sequence.
8. Ask the students to reflect on ways to move from just reacting to acting. How can they stop themselves from acting impulsively? Brainstorm ideas as a group.
9. Students can then draw a picture of a challenging situation and write in their journals a few ways to best cope with this situation.

**COACHING MODULE:** Choices & Consequences – Lesson #2

Objective: To help students to understand how their coping strategies can impact their lives.

Materials: Paper, journals, excerpts from a book

Lesson:

1. The students will review the previous lesson.
2. The group will bring back the list generated from the previous class about how they can make choices that will have a better outcome in their lives.
3. The leader will read a short excerpt of a story about a character at a “cross-roads” (see attached story) without revealing what happens at the end.
4. The students will break into small groups to write the end of the story.
5. The group will share their endings with large group.
6. The leader will focus the group’s attention to how they helped their character to cope. And they will make a list of the coping strategies that character used.
7. The students will then reflect in their journals about how they can use coping strategies in their own lives that will have positive impacts on their lives.

Story Example:

Terry is a junior in high school and has a part-time job at a large retail establishment. He/she has been helping his family financially since his mother hurt her back and was no longer able to continue her work in a restaurant. Terry does not make a great deal of money, but his/her discount helps the family to keep food on the table, and he/she enjoys helping the family out. Recently, Terry’s grades have started to slip, and she/he is worried that it will impact his/her ability to go to college. Terry’s mother has recently been looking for a new job, and she is encouraging Terry to focus more on his/her school-work. At the same time, the manager of the retail store has offered Terry a managerial position which includes more hours and a raise, but Terry has to give the manager an answer by next week.

What should Terry do?

How will Terry make this decision?

What will Terry do to deal with all of the pressure that comes with providing for a family and going to school? And the decision?



**COACHING MODULE:** Overcoming Adversity/ Building Resilience – Lesson #1

Objective: Help students to identify their resources for overcoming adversity

Materials: Information about celebrity failures, journals, pens, etc

Lesson:

1. Ask the students what they believe about successful people. How did they get to where they were? What special powers do they have?
2. Read stories about the epic failures of celebrities. These could include:
  - Albert Einstein not being able to speak till he was 4-years old
  - Michael Jordan being cut from his high school basketball team
  - Walt Disney being fired from a newspaper for “lacking imagination”
  - Steve Jobs being unceremoniously removed from Apple, the company that he started
  - Oprah being demoted from her job as a news anchor
  - The Beatles being rejected by Decca Recording Studios
  - JK Rowling’s Harry Potter manuscript being rejected by 12 different publishers
3. Brainstorm with the large group about things that they may have done to deal with their challenges.
4. Create a list of coping resources – define if necessary – anything will do. Have the students come up with potential consequences of each of the ways of coping. For example: Punching a wall when disappointed – the consequence can be hurting hand, damaging property, getting in trouble with adults thus losing privileges.
5. Have the students identify people in their lives who they respect. (Not celebrities, but family members, community members, people they know)
6. The students will be asked to interview that person about the disappointments in their lives. Some of the questions they could ask are:
  - a. Describe a time when you thought you had failed at something.
  - b. What did you do?
  - c. How did it impact you?
  - d. What would you have done differently if you had a chance?
  - e. Do you think that this experience helped or hurt you?
  - f. What did you not know then, that you wish you had known, and how would that have helped you to deal with your challenge or choice?
7. The students will then bring those answers to the interview questions with a personal reflection about what they learned to the next class.

**COACHING MODULE:** Overcoming Adversity/ Building Resilience – Lesson #2

Objective: Help students to understand the barriers that they will face and inspire them to learn ways to overcome them.

Materials: Paper, straws, tape

Lesson:

1. Review the previous lesson about famous failures and discuss their interviews.
2. Ask them how the interviews impacted them.
3. Tell the students that they will be put into teams of 4 or 5. They will have a task to complete together.
4. The students will be asked to build something as tall as they can build it without it falling over (it must stand on its own). The only tools they can use are tape and straws. Each group will be given the same number of straws (about 50) and a roll of tape. They will have 15 minutes to build their structure as tall as possible using all of the straws.
5. The students will have one minute to talk and make a plan before the 15 minutes starts.
6. Once time starts the group members are no longer allowed to speak.
7. After the 15 minutes are up. The leader will process the activity with the large group with some of the following questions:
  - a. What was it like to not be able to speak? How did that help or hurt your group?
  - b. What was it like to work with a group?
  - c. What were some of the biggest challenges you faced?
  - d. How did you overcome those challenges?
  - e. What would have been different if you had been working alone?
  - f. Were there times when you wanted to give up? Why?
  - g. If so, why didn't you?
  - h. What were some of the coping resources you used to deal with this challenge?
8. Ask students to journal about the lesson and think of a time in their lives when they have had to deal with a task that was hard. How did they handle it? What personal strength did they use to accomplish it? Who helped them?

**ASSESSMENTS**

(INSERT ASSESSMENTS HERE)



FOUNTAIN VALLEY SCHOOL DISTRICT  
Support Services

*MEMORANDUM*

**TO:** Anne Silavs, Assistant Superintendent, Instruction  
**FROM:** Abby Wright, Director Support Services  
**SUBJECT:** *Approval of the 2014 Special Education Extended School Year Program and August Program*  
**DATE:** March 4, 2014

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**BACKGROUND**

The Extended School Year provides students eligible for special education services with educational services for the following reason:

- A child suffers an inordinate or disproportionate degree of regression during the portion of the year in which the customary 180 day school year is not session; and
- It takes an inordinate or unacceptable length of time for a child to recoup those lost skills (academic, emotional, or behavioral) upon returning to school

The following is the 2014 Fountain Valley School District Extended School Year plan:

June 17 <sup>th</sup> (Tuesday)	Last day of 2013-2014 School Year for students
June 20 <sup>th</sup> (Friday)	Preparation day for Special Education Extended School Year teachers and voluntary staff meeting (non-paid teacher planning day)
June 23 <sup>rd</sup> - July 18 <sup>th</sup>	Extended School Year Program for Special Education students to be held at Newland Elementary School. <b>Friday, July 4<sup>th</sup> will be a student holiday.</b>  Staffing of Credentialed and Classified Employees for classes taught from Preschool to Grade 7.  Additional Support Staff: Speech and Language Pathologists (2) APE Specialist School Psychologist District Nurse
August 4 <sup>th</sup> - August 14 <sup>th</sup>	August Program- Monday through Thursday DTT skills for a small group of students ( 4 days per week for a total of 8 days)

**RECOMMENDATION**

The Board of Trustees approve the Extended School Year Program and August Program at Newland Elementary School.



# FOUNTAIN VALLEY SCHOOL DISTRICT

10055 Slater Ave. • Fountain Valley, CA 92708 • 714.843.3200 • [www.fvsd.k12.ca.us](http://www.fvsd.k12.ca.us)

## FOUNTAIN VALLEY SCHOOL DISTRICT SUPPORT SERVICES

### MEMORANDUM

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

**FROM:** Abby Wright, Director, Support Services

**SUBJECT:** LIFESIGNS

**DATE:** February 28, 2014 – for March 13, 2014 Board Meeting

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#### **BACKGROUND**

Due to increasing requests for sign language services for parent conferences/meetings, assessments, IEP's, etc., there is a need to contract with an outside agency to meet these requests as Fountain Valley School District does not have the resources to meet these requests. These requests will be filled on a case by case basis and so charged on a case by case basis. We would like to contract with Lifesigns which is a company that provides communication access through sign language interpreters to the deaf and hard of hearing communities of Southern California. This company has the ability to service the different dialects within the sign language genre that may be requested for interpretation. Term of agreement to be March 1, 2014 thru June 30, 2014. Amount to be \$5,000.

#### **RECOMMENDATION**

It is recommended that the Board of Trustees approve the contract with Lifesigns for March 1, 2014 through June 30, 2014 and authorize the Superintendent or designee to sign all documents.

sb



**LIFESIGNS**  
SINCE 1986

**SIGN LANGUAGE INTERPRETER SERVICE AGREEMENT:  
GENERAL/MEDICAL**

LIFESIGNS office hours are from 8:30 a.m. to 5 p.m. from Monday through Friday only.  
We observe all state and federal holidays.

Please contact your local LIFESIGNS office for information related to service assignments.

**For All Areas:**

Toll Free 888-930-7776  
Office 323-550-4210  
FAX 323-550-4215  
lifesigns@lifesignsinc.org

2222 Laverna Avenue  
Los Angeles, CA 90041

CONTRACT, INVOICE, STATEMENT OR BILLING INQUIRIES (323) 550-4242

**ALL AFTER HOURS EMERGENCIES ONLY (800) 633.8883**  
**(Mental Health, Medical, Law Enforcement and other *emergencies* only)**  
**Please do not use the emergency number for regular requests or messages.**

**Specifications and Responsibilities:**

**1. Intent**

LifeSigns Now dba LIFESIGNS, Inc. (hereafter LIFESIGNS) provides communication services to remove communication barriers to both parties involved, also to individuals, businesses and organizations who are covered by Section 504 of the Rehabilitation Act, Americans with Disabilities Act and similar state and federal laws requiring the provision of auxiliary aids and services as necessary to ensure effective communication with deaf, hard of hearing or deaf-blind persons.

**Subject to the availability** of interpreters, LIFESIGNS agrees to provide communication services upon request to AGENCY. AGENCY agrees to the following conditions, rates and services listed below. The following conditions, rates, and services apply to communication services provided by LIFESIGNS on an as-needed basis.

## 2. **Definitions**

After-hours: Monday through Friday after 5:00 p.m. and before 8:30 a.m., weekends, and holidays.

Business hours: Monday through Friday, between 8:30 a.m. to 5:00 p.m. *excluding weekends and holidays.*

Emergency Interpreting: Any request for services with less than 72 hours from date of services needed, also any time beyond the originally requested time will be billed at the emergency rate.

Portal to Portal: For On-Call requests, billing starts from when the interpreter is dispatched and has left their home to your location, and ends when the interpreter arrives back at their home upon the completion of the assignment. This typically adds one to two hours to the number of billable hours.

Agency: The entity that is requesting interpreting services. They are the party to be billed and can also be considered the REQUESTOR or CUSTOMER.

## 3. **Sign Language Interpreting**

LIFESIGNS staff and subcontracting interpreters are certified by either the National Association of the Deaf (NAD) or Registry of Interpreters for the Deaf (RID) or EIPA. Most certificate holders have completed professional interpreter training and have extensive professional interpreting experience.

LIFESIGNS reserves the right to determine if an assignment based on its length or complexity requires two interpreters rotating at intervals of 20 to 30 minutes. Generally, assignments exceeding 2 hours or any assignment with continuous non-stop presentations (lectures, presentations even if under two hours), meetings, groups and/or legal type meetings where two (2) separate parties are represented with two (2) different sides/points of view will require team (2 or more) interpreters.

### **After-Hours Emergency Interpreting**

Emergency requests for true medical, mental and law enforcement situations are given top priority. Interpreters are available every day after hours 5pm to 7:30am specifically for TRUE MEDICAL, MENTAL HEALTH AND LAW ENFORCEMENT EMERGENCIES ONLY.

For emergency or last minute requests during business hours, please call local area numbers. The emergency phone number is 800-633-8883, and is available after business offices have closed. The emergency line is for emergencies only that require immediate attention and response. Please do not call the After Hour Emergency Line to make requests or to leave messages for the dispatchers.

### **Fee Schedule**

General Fee Rate Schedule for requests made greater than 72 business hours in advance of date of service: ASL, PSE, SEE & Oral : \$75.00 per hour with a two (2) hour on-site minimum.

Tactile (deaf/blind), Tri-Lingual (Spanish, English and ASL), CDI (Certified Deaf Interpreter): \$80.00 per hour with a two (2) hour on-site minimum.

EMERGENCY RATES will be charged for any service requested with less than 72 business hours advanced notice.

Emergency Rate: ASL, PSE, SEE & Oral: \$85.00 per hour with a two (2) hour on-site minimum

Emergency Rate: Tactile (deaf/blind), Tri-Lingual (Spanish, English and ASL), CDI (Certified Deaf Interpreter): \$90.00 per hour with a two (2) hour on-site minimum.

Emergency On Call services are billed **Portal to Portal**. See previous definitions.

### **Policies and Procedures for AGENCY Interpreter Services Requests**

Due to the high demand for communication services, LIFESIGNS strongly encourages that all requests be made with a **minimum of 5 to 7 working days advance notice**. LIFESIGNS cannot guarantee interpreters for any request made in less than the required notice; however, every effort will be made to secure an interpreter.

When requesting an interpreter, please provide the following information:

1. Date of service needed.
2. Time span of service (start time and we must have end time).
3. Address of assignment (including cross street, room numbers, building, parking location and fees or any other pertinent information).
4. Contact person at the interpreting site and direct phone/cell number.
5. Nature of the assignment (1-1 meeting, computer training, new employee orientation, parent/teacher conference, etc.)
6. Billing information (authorized person, attention to whom and PO# if required).

Due to tight schedules and our commitment to provide service to as many clients as possible, we highly suggest you secure interpreter to the end time you anticipate to complete your request. Cost of service is incurred to AGENCY only when an interpreter is dispatched. Due to the high demand of interpreters, all efforts will be made to provide interpreter as soon as possible. **Any assignment going over original time requested/excess time will be billed at emergency rate.** We always suggest you over estimate time needed as we cannot guarantee interpreter's availability after scheduled time. The interpreter/s may have other assignments to go to based on the original requested time.

### **Cancellation**

Cancellation for assignments lasting two (2) hours or less will require **greater than 24 business hours** advance notice of cancellation. Cancellation for assignments lasting longer than two (2) hours will require a **greater than 48 business hours** advance notice of cancellation.

**\*\*BUSINESS HOURS: LIFESIGNS office hours are 8:30 a.m. to 5 p.m. Monday through Friday. We observe all state and national holidays.**

*Cancellations must be made during business hours; cancellations made during non-business hours and/or during holidays will not be considered until the next business day.* If the cancellation is not made within the specified amount of time, the AGENCY will be billed for the total amount of time requested. Weekends and holidays are not considered regular business hours. We request that all cancellations be made via FAX or EMAIL using the original request with the word CANCELLATION written diagonally across the request and RE-SENT to LIFESIGNS. **ALWAYS** call to verify that notice was received. If request was made by phone please submit via FAX or EMAIL the following information: Date, time, location and patient's name of appointment/request that is being cancelled with the words PLEASE CANCEL REQUEST.

### **No-Show Policy**

The event of CUSTOMER/PATIENT/CLIENT's failure to appear for scheduled appointment will not release the AGENCY from the responsibility of full payment for secured services requested. It is the AGENCY'S responsibility to independently confirm that the CUSTOMER/PATIENT/CLIENT



will appear. However, in the in the event that an interpreter is late for a scheduled appointment, then fee for services rendered should be prorated to reflect the amount of time actually worked.

### **Remittance for Service**

Payment of invoice(s) is required within 30 days of receipt by AGENCY. Cost of service is incurred to AGENCY only when an interpreter is dispatched, or AGENCY cancels with equal to or less than 24 hours for a 2 hour or less job, or equal to or less than 48 hours for any assignment longer than 2 hours.

### **Independent Contractor Status**

The parties hereto are independent contractors at all times and neither shall be considered the employee, agent or partner of the other.

### **Grievance Procedures**

Suggestions for improving LIFESIGNS are always welcome. At some time during the contractual period, the AGENCY may have a complaint, suggestion or question regarding LIFESIGNS Policies and Procedures or services. Good-faith complaints, questions and suggestions are also of concern to LIFESIGNS. Please use the following guidelines when addressing concerns:

1. Within a week of the occurrence, please inform the Director of LIFESIGNS who will then investigate and attempt to provide a solution or explanation. If the complaint is regarding the Director, the AGENCY has the right to bring the situation to the attention of the CEO of the Greater Los Angeles Agency on Deafness, Inc. (LIFESIGNS, Inc. is a subsidiary of GLAD, Inc.).
2. AGENCY may also state the concern in writing and present it to the Director of LIFESIGNS.

In order to resolve an issue through grievance procedures, a written statement must contain the following:

- Provide a specific complaint, suggestion or question.
- Describe what took place.
- Furnish date/s of incidents. Include names and title of individuals who are part of the grievance, suggestion or question.
- Include all supporting documentation.

### **Termination of Services**

Either party may terminate this Agreement without cause effective 30 days after receipt of written notice provided to the other party by the terminating party.

Either party may terminate this Agreement with cause for any material breach of this Agreement upon notice served to the other party specifying the nature of the breach.

### **Indemnification**

LIFESIGNS shall defend, indemnify and hold AGENCY, its officers, agents and employees harmless from and against any and all liability, loss, expense (including reasonable attorney's fees), or claims for injury or damages arising out of the loss of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorney's fees, or claims for injury or damages are caused by or result from the negligence or intentional acts or omissions of LIFESIGNS, its officers, agents or employees.

AGENCY shall defend, indemnify and hold LIFESIGNS, its officers, agents and employees harmless from and against any and all liability, loss, expense (including reasonable attorney's fees), or claims for injury or damages arising out of the loss of the performance of this Agreement, but

only in proportion to and to the extent such liability, loss, expense, attorney's fees, or claims for injury or damages are caused by or result from the negligence or intentional acts or omissions of AGENCY, its officers, agents or employees.

### **Contract Disputes**

All disputes regarding this agreement shall be settled in Los Angeles County. If any provision is held by any court to be invalid, void or unenforceable, the remaining provisions shall nevertheless continue in full force.

### **Insurance**

LIFESIGNS shall procure at its own cost and expense, and maintain during the existence of this Agreement, the following policies in connection with the performance of the obligations in this Agreement:

- Professional Liability insurance subject to \$1,000,000 limits
- Errors and Omissions insurance subject to \$1,000,000 limits
- Comprehensive General Liability insurance subject to \$2,000,000 limits

### **Amendments**

This Agreement may be amended in whole or in part by mutual agreement of both parties. Such modifications shall be made in writing and must be signed by each party hereto. All such amendments shall be attached hereto and shall become a part of this Agreement immediately upon full execution of each amendment.

Any provisions required to be in this Agreement by any applicable law or regulation shall bind both parties to this Agreement, whether or not expressly provided in this Agreement. Either party shall notify the other party of such requirement in writing at least 30 days before the effective date of such law or regulation.

If you have any question(s), please do not hesitate to contact us.

### **Nondiscrimination**

Neither party shall discriminate on the basis of race, color, sex, age, religion, national origin, sexual orientation, pregnancy, marital status, veteran status or handicap in providing services under this Agreement or in the selection of employees or independent contractors.

### **Confidentiality**

All parties involved in any services rendered are required to maintain confidentiality in regards to all information seen, heard or observed on any premises or shared from any party when making a request for service. All interpreters dispatched by LIFESIGNS are required to hold confidentiality to the highest standards set forth by the Registry of Interpreters for the Deaf, Inc.'s Code of Professional Conduct. Exceptions to confidentiality are only allowed in cases when a party must be a Mandated Reporter by law or when making a grievance or giving feedback in regards to services rendered or requested.

### ***The Section Below Applies to Medical Facilities and Providers Only***

### **Governing Law and Partial Invalidity**

LIFESIGNS hereby acknowledges that AGENCY is a California Health Care Service Plan licensed pursuant to the Knox-Keene Health Care Service Plan Act of 1975 (the Act) as amended, and both parties shall be bound by the terms and requirements of the Act and regulations promulgated therefore.

Further, LIFESIGNS acknowledges that AGENCY, its providers and its business partners are subject to laws and regulations relating to state and federal public health programs, including Medi-Cal and Medicare programs. The parties hereto agree that they shall comply with all laws and regulations relating to such public health programs

LIFESIGNS understands and acknowledges that, as part of this Agreement, it will compile and maintain or have access to certain medical information relating to AGENCY'S members and that such information is subject to the California Confidentiality of Medical Information Act and the Federal Health Insurance Portability and Accountability Act (HIPAA) and regulations promulgated thereto. LIFESIGNS agrees that it shall maintain the confidentiality and security of personally identifiable health information relating to AGENCY'S members and shall insure that its subcontractors comply with such laws and regulations.

LIFESIGNS agrees to enter into a "Business Associate Agreement" with AGENCY when and as required by HIPAA and its regulations.

**Expiration of Service Agreement**

This Agreement will expire after one (1) year from the date signed by agency.

(REMAINDER OF PAGE INTENTIONALLY LEFT BLANK)

**For your convenience, a recap of the points of our General Service Agreement**

- General ASL rate is \$75 per hour with a 2 hour on-site minimum.
- Trilingual, CDI & Tactile rate is \$80 per hour billed 2 hour on-site minimum.
- Emergency rate for any service request made with less than 72 business hours (3 business days) notice: \$85 per hour for ASL or \$90 per hour for Trilingual, CDI or Tactile all billed 2 hour on-site minimum.
- Cancellations must occur greater than 24 business hours before a 2 hour assignment and greater than 48 business hours before an assignment longer than 2 hours to avoid full charge.
- Cancellation must occur during business hours (M-F, 8:30a- 5p, EXCLUDES holidays and weekends)
- A “No-show” of deaf client still requires agency to pay for the entirety of requested hours.
- Use [lifesigns.interpreterintelligence.com](http://lifesigns.interpreterintelligence.com) for 24/7 access to interpreter requests.

**AUTHORIZING AND BILLING INFORMATION**

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**Agency Name**

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**Billing Address**

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City,	State,	Zip	Email for E-Billing
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PRINT Authorized Agent Name	Title	Direct Phone Number
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Signature of Authorized Agent	Date Signed (expires after one year)
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**Emory Dively, Director of LIFESIGNS**  
2222 Laverna Ave  
Los Angeles, CA 90041

LIFESIGNS, INC.  
Tax ID: 95-4044564

K____	II____	EB____
QB____	Scan____	

**[lifesigns@lifesignsinc.org](mailto:lifesigns@lifesignsinc.org)**  
**323-550-4210 office**  
**888-930-7776 toll-free**  
**323-550-4215 fax**

February 6, 2014

[www.lifesignsinc.org](http://www.lifesignsinc.org)

# LIFESIGNS ONLINE ACCOUNT SETUP

LIFESIGNS utilizes a *fully HIPAA compliant* online platform for receiving interpreting requests and dispatching these requests to your service locations.

In order to have an online access setup for your organization prepared for you, we need some basic information listed below. Multiple user logins can be prepared upon request.

Access is available 24/7/365 at  
*lifesigns.interpreterintelligence.com*

The email address will serve as a login username as well as the account to where cancellations, changes and confirmations will automatically be sent.

Email Address	
First Name	
Last Name	
Phone Number	(      )
Fax Number	(      )

*A temporary password will be created for you upon setup.*

**2013/2014**

**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 27, 2014  
Subject: **Non-Public Agency Contract Addendums**

Board Meeting Date: March 13, 2014

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

Student's Name	Non-Public School/Agency	100% Contract/ Addendum	Effective Dates
756126-2403	Cornerstone Therapies	960.00	July 01, 2013 to June 30, 2014
367538-2409	Cornerstone Therapies	960.00	January 21, 2014 to June 30, 2014
1109182-2736	Cornerstone Therapies	795.00	October 01, 2013 to June 30, 2014
277152-2415	Cornerstone Therapies	960.00	July 01, 2013 to June 30, 2014

Approved by the FVSD Board of Trustees  
March 13, 2014

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Marc Ecker, Ph.D.  
Superintendent

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

This ADDENDUM to the SERVICE CONTRACT is made and entered into this 13th of March, 2014 between the Fountain Valley School District, County of Orange and Cornerstone Therapies for (Local Education Agency) (Nonpublic School or Agency)

756126-2403 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 - 2013-07-01 to 2014-06-30**

SERVICES AS PROVIDED IN ORIGINAL CONTRACT	Provider Type	Per Session Total	Cost Per Session	Maximum No. Sessions	Total Original Cost
1. Physical Therapy - Clinic ( 2x30min/wk )	NPA	60 Minutes	85.00	40.00	3,400.00
2. Physical Therapy - Consultation ( 4x45min/yr )	NPA	60 Minutes	100.00	3.00	300.00
<b>TOTAL ORIGINAL CONTRACT COST</b>					<b>3,700.00</b>

**ADDENDUM CONTRACT - July 01, 2013 to June 30, 2014**

SERVICES ADDED BY THIS ADDENDUM	Provider Type	Per Session Total	Cost Per Session	Maximum No. Sessions	Total Addendum Cost
3. Assessments/Testing/Evaluations (RATE 1) ( PT Eval )	NPA	60 Minutes	225.00	2.00	450.00
4. Assessments/Testing/Evaluations (RATE 2) ( PT Eval )	NPA	60 Minutes	85.00	6.00	510.00
<b>TOTAL ADDENDUM CONTRACT COST</b>					<b>960.00</b>

**AMENDED CONTRACT**

SERVICES AS PROVIDED IN AMENDED CONTRACT	Provider Type	Per Session Total	Cost Per Session	Maximum No. Sessions	Total Amended Cost
1. Physical Therapy - Clinic ( 2x30min/wk )	NPA	60 Minutes	85.00	40.00	3,400.00
2. Physical Therapy - Consultation ( 4x45min/yr )	NPA	60 Minutes	100.00	3.00	300.00
3. Assessments/Testing/Evaluations (RATE 1) ( PT Eval )	NPA	60 Minutes	225.00	2.00	450.00
4. Assessments/Testing/Evaluations (RATE 2) ( PT Eval )	NPA	60 Minutes	85.00	6.00	510.00
<b>TOTAL AMENDED CONTRACT COST</b>					<b>4,660.00</b>

This AMENDED Service shall begin on July 01, 2013 and shall terminate at 5:00 p.m. on June 30, 2014 unless sooner terminated as provided herein.

-CONTRACTOR-

-DISTRICT-

Cornerstone Therapies  
(Name of Nonpublic School/Agency)

Fountain Valley School District  
(Name of School District)

\_\_\_\_\_  
(Contracting Officer's Signature) Date

\_\_\_\_\_  
(Signature)

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

Marc Ecker, Ph.D.  
(Type Name of Superintendent) Date

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

This ADDENDUM to the SERVICE CONTRACT is made and entered into this 13th of March, 2014 between the Fountain Valley School District, County of Orange and Cornerstone Therapies for  
 (Local Education Agency) (Nonpublic School or Agency)

367538-2409 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 - 2013-07-01 to 2014-06-30**

SERVICES AS PROVIDED IN ORIGINAL CONTRACT	Provider Type	Per Session Total	Cost Per Session	Maximum No. Sessions	Total Original Cost
1. Physical Therapy - Clinic ( 2x60min/wk )	NPA	60 Minutes	85.00	80.00	6,800.00
2. Physical Therapy - Consultation ( 1x30min/yr )	NPA	60 Minutes	100.00	0.50	50.00
3. Physical Therapy - Collaboration ( 3x60min/yr )	NPA	60 Minutes	100.00	3.00	300.00
<b>TOTAL ORIGINAL CONTRACT COST</b>					<b>7,150.00</b>

**ADDENDUM CONTRACT - January 21, 2014 to June 30, 2014**

SERVICES ADDED BY THIS ADDENDUM	Provider Type	Per Session Total	Cost Per Session	Maximum No. Sessions	Total Addendum Cost
4. Assessments/Testing/Evaluations (RATE 1) ( PT Eval )	NPA	60 Minutes	225.00	2.00	450.00
5. Assessments/Testing/Evaluations (RATE 2) ( PT Eval )	NPA	60 Minutes	85.00	6.00	510.00
<b>TOTAL ADDENDUM CONTRACT COST</b>					<b>960.00</b>

**AMENDED CONTRACT**

SERVICES AS PROVIDED IN AMENDED CONTRACT	Provider Type	Per Session Total	Cost Per Session	Maximum No. Sessions	Total Amended Cost
1. Physical Therapy - Clinic ( 2x60min/wk )	NPA	60 Minutes	85.00	80.00	6,800.00
2. Physical Therapy - Consultation ( 1x30min/yr )	NPA	60 Minutes	100.00	0.50	50.00
3. Physical Therapy - Collaboration ( 3x60min/yr )	NPA	60 Minutes	100.00	3.00	300.00
4. Assessments/Testing/Evaluations (RATE 1) ( PT Eval )	NPA	60 Minutes	225.00	2.00	450.00
5. Assessments/Testing/Evaluations (RATE 2) ( PT Eval )	NPA	60 Minutes	85.00	6.00	510.00
<b>TOTAL AMENDED CONTRACT COST</b>					<b>8,110.00</b>



2013/2014

HBUHSD Contract No. 2409

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 13th of March, 2014 between the Fountain Valley School District, County of Orange and Cornerstone Therapies for  
(Local Education Agency) (Nonpublic School or Agency)  
367538-2409 born on \_\_\_\_\_, who is a resident of Fountain Valley School District of  
(Name of Student) (Date of Birth) (Local Education Agency)  
Orange County.

This AMENDED Service shall begin on January 21, 2014 and shall terminate at 5:00 p.m. on June 30, 2014 unless sooner terminated as provided herein.

-CONTRACTOR-

-DISTRICT-

Cornerstone Therapies  
(Name of Nonpublic School/Agency)

Fountain Valley School District  
(Name of School District)

\_\_\_\_\_  
(Contracting Officer's Signature) Date

\_\_\_\_\_  
(Signature)

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

Marc Ecker, Ph.D.  
(Type Name of Superintendent) Date

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

This ADDENDUM to the SERVICE CONTRACT is made and entered into this 13th of March, 2014 between the Fountain Valley School District, County of Orange and Cornerstone Therapies for (Local Education Agency) (Nonpublic School or Agency)  
1109182-2736 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 - November 22, 2013 to June 30, 2014**

SERVICES AS PROVIDED IN ORIGINAL CONTRACT	Provider Type	Per Session Total	Cost Per Session	Maximum No. Sessions	Total Original Cost
1. Physical Therapy - School ( 1x60min/wk )	NPA	60 Minutes	100.00	32.00	3,200.00
<b>TOTAL ORIGINAL CONTRACT COST</b>					3,200.00

**ADDENDUM CONTRACT - October 01, 2013 to June 30, 2014**

SERVICES ADDED BY THIS ADDENDUM	Provider Type	Per Session Total	Cost Per Session	Maximum No. Sessions	Total Addendum Cost
2. Assessments/Testing/Evaluations (RATE 1) ( PT Eval )	NPA	60 Minutes	225.00	2.00	450.00
3. Assessments/Testing/Evaluations (RATE 2) ( PT Eval )	NPA	60 Minutes	85.00	2.00	170.00
4. Assessments/Testing/Evaluations ( rvw eval )	NPA	60 Minutes	100.00	1.75	175.00
<b>TOTAL ADDENDUM CONTRACT COST</b>					795.00

**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 - School ( 1x60min/wk )	NPA	60 Minutes	100.00	32.00	3,200.00
2. Assessments/Testing/Evaluations (RATE 1) ( PT Eval )	NPA	60 Minutes	225.00	2.00	450.00
3. Assessments/Testing/Evaluations (RATE 2) ( PT Eval )	NPA	60 Minutes	85.00	2.00	170.00
4. Assessments/Testing/Evaluations ( rvw eval )	NPA	60 Minutes	100.00	1.75	175.00
<b>TOTAL AMENDED CONTRACT COST</b>					3,995.00

This AMENDED Service shall begin on October 01, 2013 and shall terminate at 5:00 p.m. on June 30, 2014 unless sooner terminated as provided herein.

-CONTRACTOR-

-DISTRICT-

Cornerstone Therapies  
(Name of Nonpublic School/Agency)

Fountain Valley School District  
(Name of School District)

\_\_\_\_\_  
(Contracting Officer's Signature) Date

\_\_\_\_\_  
(Signature)

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

Marc Ecker, Ph.D.  
(Type Name of Superintendent) Date

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

This ADDENDUM to the SERVICE CONTRACT is made and entered into this 13th of March, 2014 between the Fountain Valley School District, County of Orange and Cornerstone Therapies for (Local Education Agency) (Nonpublic School or Agency)

277152-2415 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 - 2013-07-01 to 2014-06-30**

SERVICES AS PROVIDED IN ORIGINAL CONTRACT	Provider Type	Per Session Total	Cost Per Session	Maximum No. Sessions	Total Original Cost
1. Physical Therapy - Collaboration ( 10x60min/yr )	NPA	60 Minutes	100.00	10.00	1,000.00
<b>TOTAL ORIGINAL CONTRACT COST</b>					1,000.00

**ADDENDUM CONTRACT - July 01, 2013 to June 30, 2014**

SERVICES ADDED BY THIS ADDENDUM	Provider Type	Per Session Total	Cost Per Session	Maximum No. Sessions	Total Addendum Cost
2. Assessments/Testing/Evaluations (RATE 1) ( PT Eval )	NPA	60 Minutes	225.00	2.00	450.00
3. Assessments/Testing/Evaluations (RATE 2) ( PT Eval )	NPA	60 Minutes	85.00	6.00	510.00
<b>TOTAL ADDENDUM CONTRACT COST</b>					960.00

**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 - Collaboration ( 10x60min/yr )	NPA	60 Minutes	100.00	10.00	1,000.00
2. Assessments/Testing/Evaluations (RATE 1) ( PT Eval )	NPA	60 Minutes	225.00	2.00	450.00
3. Assessments/Testing/Evaluations (RATE 2) ( PT Eval )	NPA	60 Minutes	85.00	6.00	510.00
<b>TOTAL AMENDED CONTRACT COST</b>					1,960.00

This AMENDED Service shall begin on July 01, 2013 and shall terminate at 5:00 p.m. on June 30, 2014 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

**2013/2014**

**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 27, 2014  
Subject: **Non-Public Agency Contracts**

Board Meeting Date: March 13, 2014

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
863742-2775	Cornerstone Therapies	960.00	February 20, 2014 to June 30, 2014

Approved by the FVSD Board of Trustees  
March 13, 2014

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Marc Ecker, Ph.D.  
Superintendent



INDIVIDUAL SERVICE AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES  
(Education Code 56365 et seq.)

All terms and conditions of the current Master Contract for Nonpublic, Nonsectarian School Agency (NPS/NPA), hereinafter referred to as the Master Contract, previously executed by the parties hereto, are incorporated herein by reference. The CONTRACTOR will implement the Individualized Education Program (IEP), and will request an IEP review prior to any change in the service program.

Other Provisions (attachments as necessary): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The parties hereto have executed this contract by and through their duly authorized agents or representatives.

This contract is effective on: February 20, 2014  
and terminates on 5:00 p.m. on: June 30, 2014  
unless sooner terminated as provided herein.

-CONTRACTOR-

-DISTRICT-

Cornerstone Therapies  
(Name of Nonpublic School/Agency)

Fountain Valley School District  
(Name of School District)

\_\_\_\_\_  
(Contracting Officer's Signature) Date

\_\_\_\_\_  
(Signature) Date

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

Marc Ecker, Ph.D.  
(Type Name of Superintendent)

18700 Beach Blvd., Suite 120, Huntington Beach, CA 92648  
(Address)

714-962-6760                      714-962-5961  
(Telephone Number)                      (FAX Number)

33-0921156  
(Federal I.D. or Social Security Number)

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

**2013/2014**

**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 28, 2014  
Subject: **Non-Public Agency Contract Addendums**

Board Meeting Date: March 13, 2014

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
194632-2406	Cornerstone Therapies	960.00	2013-07-01 to 2014-06-30

Approved by the FVSD Board of Trustees  
March 13, 2014

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Marc Ecker, Ph.D.  
Superintendent

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

This ADDENDUM to the SERVICE CONTRACT is made and entered into this 13th of March, 2014 between the Fountain Valley School District, County of Orange and Cornerstone Therapies for  
(Local Education Agency) (Nonpublic School or Agency)

194632-2406 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 - 2013-07-01 to 2014-06-30**

SERVICES AS PROVIDED IN ORIGINAL CONTRACT	Provider Type	Per Session Total	Cost Per Session	Maximum No. Sessions	Total Original Cost
1. Physical Therapy - Consultation ( 5x60min/yr )	NPA	60 Minutes	100.00	5.00	500.00
2. Occupational Therapy - Consultation ( 5x60min/yr )	NPA	60 Minutes	100.00	5.00	500.00
<b>TOTAL ORIGINAL CONTRACT COST</b>					<b>1,000.00</b>

**ADDENDUM CONTRACT - 2013-07-01 to 2014-06-30**

SERVICES ADDED BY THIS ADDENDUM	Provider Type	Per Session Total	Cost Per Session	Maximum No. Sessions	Total Addendum Cost
3. Assessments/Testing/Evaluations (RATE 1) ( PT Eval )	NPA	60 Minutes	225.00	2.00	450.00
4. Assessments/Testing/Evaluations (RATE 2) ( PT Eval )	NPA	60 Minutes	85.00	6.00	510.00
<b>TOTAL ADDENDUM CONTRACT COST</b>					<b>960.00</b>

**AMENDED CONTRACT**

SERVICES AS PROVIDED IN AMENDED CONTRACT	Provider Type	Per Session Total	Cost Per Session	Maximum No. Sessions	Total Amended Cost
1. Physical Therapy - Consultation ( 5x60min/yr )	NPA	60 Minutes	100.00	5.00	500.00
2. Occupational Therapy - Consultation ( 5x60min/yr )	NPA	60 Minutes	100.00	5.00	500.00
3. Assessments/Testing/Evaluations (RATE 1) ( PT Eval )	NPA	60 Minutes	225.00	2.00	450.00
4. Assessments/Testing/Evaluations (RATE 2) ( PT Eval )	NPA	60 Minutes	85.00	6.00	510.00
<b>TOTAL AMENDED CONTRACT COST</b>					<b>1,960.00</b>

This AMENDED Service shall begin on 2013-07-01 and shall terminate at 5:00 p.m. on 2014-06-30 unless sooner terminated as provided herein.

-CONTRACTOR-

-DISTRICT-

Cornerstone Therapies  
(Name of Nonpublic School/Agency)

Fountain Valley School District  
(Name of School District)

\_\_\_\_\_  
(Contracting Officer's Signature) Date

\_\_\_\_\_  
(Signature)

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

Marc Ecker, Ph.D.  
(Type Name of Superintendent) Date