



Fountain Valley School District

BOARD OF TRUSTEES
REGULAR MEETING

AGENDA

Board Room
10055 Slater Avenue
Fountain Valley, CA

May 15, 2014

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

M ___
 2nd ___
 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.
- Liability Claims: *Government Code Section 54961, 54956.95 & 54957*
The Board will discuss the claim involving Employee #0394 against the Fountain Valley School District with respect to a workers' compensation settlement.
- 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.

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

- PLEDGE OF ALLEGIANCE will be led by Girl Scout Troop 2827

SPECIAL PRESENTATIONS

1. RECOGNITION OF COX AND NEWLAND SCHOOLS STUDENTS

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

2. RECOGNITION OF COX AND NEWLAND SCHOOLS PARENT VOLUNTEERS

It is an interest of the Board of Trustees to recognize outstanding parent volunteers who give generously of their time and talents to our schools. From Cox School, the Board shall recognize and thank Iona Bresnahan and Melissa Garcia. From Newland School, the Board shall recognize and thank Elaine Bonner and Stacy Ferris.

3. 2014 CALIFORNIA DISTINGUISHED SCHOOL RECOGNITION PROGRAM

The California Distinguished Schools Program honors some of the state's most exemplary and inspiring public schools. The schools selected for the Distinguished School Award demonstrate educational excellence for all students and significant gains in narrowing the achievement gap. Roch Courreges, Robert Gisler, and William T. Newland Schools have been selected for this prestigious recognition.

4. RECOGNITION OF ACSA PERSONNEL ADMINISTRATOR OF THE YEAR CATHIE ABDEL

Annually the Association of California School Administrators celebrates outstanding performance and achievements in 21 job-alike categories through their Administrators of the Year awards. The Board of Trustees is honored to celebrate Cathie Abdel's recognition as the 2014 ACSA Personnel/HR Administrator of the Year.

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

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

STAFF REPORTS AND PRESENTATIONS

6. ANNOUNCEMENT OF PUBLIC HEARING FOR PERSONNEL COMMISSION BUDGET (WRITTEN ONLY)

The Board of Trustees has received notification of the upcoming Public Hearing on the Personnel Commission’s proposed budget for 2014-15. The Public Hearing shall be held on June 26, 2014 at 4:30 pm. Public input will be welcomed.

BOARD REPORTS AND COMMUNICATIONS

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

PUBLIC COMMENTS

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

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

LEGISLATIVE SESSION

7. CONSENT CALENDAR/ROUTINE ITEMS OF BUSINESS

M _____
2nd _____
V _____

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

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

Routine Items of Business

- 7-A.** Board Meeting Minutes from April 3rd regular meeting
- 7-B.** Personnel Items (Employment Functions, Workshops/Conferences, and Consultants)
- 7-C.** Donations

- 7-D. Warrants
- 7-E. Purchase Order Listing
- 7-F. Budget Adjustments

Consent Items

7-G. FOUNTAIN VALLEY SCHOOL DISTRICT MASTER PLAN FOR ENGLISH LEARNERS

Superintendent's Comments: It is recommended that the Board of Trustees approve the Master Plan for English Learners.

7-H. SPECIAL EDUCATION SETTLEMENT AGREEMENT APRIL 22, 2014

Superintendent's Comments: Approval by the Board of Trustees is recommended to approve the above mentioned services and legal fees.

7-I. SPECIAL EDUCATION SETTLEMENT AGREEMENT MAY 6, 2014

Superintendent's Comments: Approval by the Board of Trustees is recommended to approve the above mentioned services and legal fees.

7-J. REVISION OF STRATEGIC ARTS EDUCATION PLAN 2014-2019

Superintendent's Comments: It is recommended that the Board of Trustees approve the revised Strategic Arts Education Plan for 2014-2019.

7-K. TALBERT MIDDLE SCHOOL SEVENTH GRADE STEM TRIP TO THE OCEAN INSTITUTE AT DANA POINT

Superintendent's Comments: It is recommended that the Board of Trustees approve participation of the seventh grade STEM Academy at Talbert in the overnight trip to the Ocean Institute at Dana Point on May 6-7, 2014 as part of the program. The reason for late submittal is that the information was received after the deadline for the April Board meeting.

7-L. APPROVAL OF FINANCIAL ADVISORY SERVICE AGREEMENT WITH GOVERNMENT FINANCIAL STRATEGIES, INC.

Superintendent's Comments: It is recommended that the Board of Trustees approve the Advisory Service Agreement with Government Financial Strategies, Inc. and authorize the Superintendent or his designee to sign all documents.

7-M. STUDENT ACCIDENT INSURANCE – 2014/2015

Superintendent's Comments: It is recommended that the Board of Trustees approve the selection of BCS Insurance Company, administered by Myers-Stevens & Toohey & Company, Inc., to distribute information regarding student accident insurance to

parents in the 2014/2015 school year.

7-N. NOTICE OF LAYOFF FOR CLASSIFIED POSITIONS – ELIMINATION OF POSITIONS

Superintendent’s Comments: It is recommended that the Board of Trustees eliminate the positions so designated on the effective date listed above.

7-O. RECEIPT OF FOUNTAIN VALLEY EDUCATION ASSOCIATION INITIAL PROPOSAL FOR 2014-2015

Superintendent’s Comments: It is recommended that the Board of Trustees receives the 2014-2015 initial contract proposals of the Fountain Valley Education Association.

7-P. PRESENTATION OF FOUNTAIN VALLEY SCHOOL DISTRICT’S 2014 - 2015 INITIAL PROPOSAL TO FOUNTAIN VALLEY EDUCATION ASSOCIATION

Superintendent’s Comments: It is recommended that the Board of Trustees approves the 2014-2015 initial contract proposals of the Fountain Valley School District to the Fountain Valley Education Association.

7-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
Therapeutic Education Centers	\$2,300.00	7/1/2013-6/30/2014
Dr. Chris Davidson	\$4,500.00	7/1/2013-6/30/2014
Abby Rozenberg	\$1,870.00	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, June 5, 2014 at 7:00pm.**

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

Board meeting proceedings are tape recorded.

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

FOUNTAIN VALLEY SCHOOL DISTRICT
Curriculum/Instruction

MEMORANDUM

TO: Marc Ecker, Ph.D., Superintendent
FROM: Anne Silavs. Assistant Superintendent, Instruction
SUBJECT: *STUDENT RECOGNITION PROGRAM*
DATE: May 5, 2014

BACKGROUND INFORMATION

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

- extraordinary effort
- achievement
- improvement

At the Board Meeting on May 15, 2014, the following six students from **Cox and Newland Schools** will be recognized.

Cox School

Newland School

Kindergarten	Michael Guzman
First Grade	Chanel Lee
Second Grade	Diego Chavarria
Third Grade	Evelynn Pham
Fourth Grade	Alisha Sinha
Fifth Grade	Ellen Johnson

Kindergarten	Hannah Ritter
First Grade	Hayden Durell
Second Grade	Emma Harriman
Third Grade	Kayse Laird
Fourth Grade	Kaia Seck
Fifth Grade	Katie Schutt

SO 13-14/B14-47
Fountain Valley School District
Superintendent's Office

MEMORANDUM

TO: Board of Trustees
FROM: Marc Ecker, Superintendent
SUBJECT: **Parent Volunteers: Cox and Newland Schools**
DATE: May 8, 2014

Background:

It is an interest of the Board of Trustees to acknowledge parent volunteers from all our school sites. At this board meeting, parent volunteers from Cox School and Newland 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 Newland School:

Cox School

♥ Melissa Garcia
♥ Iona Bresnahan

Newland School

♥ Elaine Bonner
♥ Stacy Ferris



FOUNTAIN VALLEY SCHOOL DISTRICT
Curriculum/Instruction

MEMORANDUM

TO: Marc Ecker, Superintendent
FROM: Anne Silavs, Assistant Superintendent, Instruction
SUBJECT: *2014 CALIFORNIA DISTINGUISHED SCHOOL RECOGNITION PROGRAM*
DATE: May 5, 2014

The California Distinguished Schools Program honors some of the state's most exemplary and inspiring public schools. The schools selected for the Distinguished School Award demonstrate educational excellence for all students and significant gains in narrowing the achievement gap.

In order to be invited to apply for Distinguished School honor, schools must meet a variety of eligibility criteria including designated federal and state accountability measures based on the Elementary and Secondary Education Act (ESEA) and the Academic Performance Index (API) requirements.

Elementary and secondary schools are recognized during alternate years. For the 2014 cycle, eligible elementary schools were invited to participate. The selection process included submission of an application, which included a comprehensive description of two of the school's successful signature practices. Applications were reviewed by teams of educators from across the state under the direction of the California Department of Education (CDE). Each school also received a site visitation to validate the application and the full implementation of the signature practices. Site visits were conducted as a collaborative effort between the CDE and county superintendents of schools.

Fountain Valley School District had three elementary schools eligible to participate in the application process this year: Roch Courreges, Robert Gisler, and William T. Newland Schools. All three have been selected for this prestigious recognition and will be honored as 2014 California Distinguished Schools at a regional award ceremony on June 11.

SO 13-14/B14-46
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: **Recognition of ACSA Personnel Administrator of the Year Cathie Abdel**
DATE: May 8, 2014

Annually the Association of California School Administrators celebrates outstanding performance and achievements in 21 job-alike categories through their Administrators of the Year awards. The Board of Trustees is honored to celebrate Cathie Abdel's recognition as the 2014 ACSA Personnel/HR Administrator of the Year.

SO: 2013-14/ B14-48
Fountain Valley School District
Superintendent's Office

MEMORANDUM

TO: Board of Trustees
FROM: Marc Ecker, Superintendent
SUBJECT: **Presentation by Action Committee for Education (ACE) on
Sacramento Safari**
DATE: May 15, 2014

Background:

On March 17-18, 2014, the Fountain Valley School District sent representatives from our schools and community to Sacramento to participate in the annual "Sacramento Safari." This yearly event allows our district representatives to meet with state lawmakers and their staff to express local concerns and ideas. The group was given the opportunity to hear from a variety of experts on state education policy, and was allowed the chance to network with parents from other school districts throughout Orange County. This PTA-sponsored event was well represented within our district.

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



Fountain Valley School District

10055 Slater Avenue, Fountain Valley, CA 92708 (714) 843-3228 www.fvsd.k12.ca.us

MEMORANDUM

TO: Marc Ecker, Superintendent

FROM: Ross Hessler, Director – Human Resources

SUBJECT: PERSONNEL COMMISSION BUDGET

DATE: May 5, 2015

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

The Personnel Commission will be holding its meeting to adopt the 2014-15 budget on May 22, 2014 at 5:30 pm.

Fountain Valley School District
Superintendent's Office

REGULAR MEETING OF THE BOARD OF TRUSTEES

10055 Slater Avenue
Fountain Valley, CA 92708

April 3, 2014

MINUTES

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

CALL TO ORDER

The following board members were present:

ROLL CALL

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

STUDY SESSION

The Board of Trustees participated in a study session in order to discuss the development of the District's Local Control Accountability Plan (LCAP) including sharing the input received by our community stakeholders, alignment of the plan with our District goals and interests, and the current implementation timeline. Dr. Ecker provided some introductory comments, noting as well that the District is putting together a three-year pathway in implementing the eight priority areas. The LCAP is intended to change over time.

LOCAL CONTROL
ACCOUNTABILITY
PLAN (LCAP) STUDY
SESSION

Ms. Silavs reviewed the timeline for LCAP development for the District, including those meetings of the LCAP workgroup and presentations to the community. She explained the process for development of the goals and the outreach for stakeholder input on these goals as well as the District's strengths and weaknesses. She also reviewed the needs identified by the workgroups as well as the 15 draft goals developed from these needs. In addition, she reviewed the sample actions and strategies, noting that these are

fluid and under development. She explained the connection between goals and the development of actions and strategies. Mrs. Fullerton also explained the connection between LCFF and the LCAP and the development of our district budget, noting that the LCAP does show a lot of the district’s budget, although not all of it. She emphasized as well that the LCAP is a three-year plan, noting that all will not be able to be implemented in the first year. Ms. Silavs reviewed the integration of District Goals and Board Interests into the development of the LCAP. She offered the opportunity as well for the trustees to indicate any goals or interests that they feel still need to be integrated into the plan. Dr. Ecker noted as well that there are still future opportunities for stakeholder input, including a stakeholder survey and the opportunity for community input on the draft plan once it is posted on our website in May. He also offered the opportunity for the Board to provide input as to the continued development of the LCAP. Dr. Ecker noted the public hearing set for the June 5th meeting. It was also requested that the Board receive a more detailed list of those strengths and needs identified by stakeholder input.

Daisy Troop 968 led the Pledge of Allegiance.

PLEDGE OF ALLEGIANCE

SPECIAL PRESENTATIONS

It is an interest of the Board of Trustees to recognize students who display high achievement, improvement or extraordinary effort. The Board recognized six outstanding students from both Oka and Tamura Schools. From Tamura School the Board recognized Justin Tran (K), Darby McDonald (1st), Bethany McCauley (2nd), Faith Nguyen (3rd), Catherine Tyler (4th) and Sierra Pilarski (5th). From Oka School the Board recognized Elizabeth Stone (K), Kamryn Burgess (1st), Sky Tran (2nd), Nhan Nguyen (3rd), Kaitlyn Pham (4th) and Connor DeBenon (5th). The Board was joined by family members and staff in congratulating these students for their outstanding achievements.

RECOGNITION OF OKA AND TAMURA SCHOOLS 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 Oka School, the Board recognized and thanked Brenda Espinoza, Katy Garrett, and Andrea Gerhardt. From Tamura School, the Board recognized and thanked Lionel Felix and Emmanuelle Rodriguez. The Board was joined by Tamura and Oka staff and PTO members in thanking these parents for all that they do for their schools.

RECOGNITION OF OKA AND TAMURA SCHOOLS PARENT VOLUNTEERS

Each year, the Board of Trustees honors those volunteers who have made an outstanding contribution to education in the Fountain Valley School District. The Outstanding Service Award is based on service and leadership given beyond the local school and includes participation on district committees, councils, task forces, as well as local school service. Board President Judy Edwards and board representative to the Outstanding Service Award Committee Jimmy Templin presented the 2013-14 Outstanding Service Award to Ian Collins.

OUTSTANDING SERVICE AWARDS PRESENTATION

BOARD REPORTS AND COMMUNICATIONS

Mrs. Galindo attended the Rotary Every Student Succeeding Breakfast, the SPC meeting, one of the community information meetings, the Mayor's Breakfast where Dr. Ecker presented, Open House at Fulton School, greeted the Distinguished School validators at Newland School, volunteered at the Mr. Fountain Valley event, attended the middle school vocal choir performance at FVHS, visited Oka School and Ms. McDaniel's classroom, and attended the OCSBA presentation on LCFF and the LCAP by Sue Burr.

BOARD REPORTS AND COMMUNICATIONS

Mr. Collins attended the Sacramento Safari, ACSA's Every Student Succeeding Breakfast, the Mayor's Breakfast, one of the community presentations, volunteered at the Mr. Fountain Valley event and enjoyed the vocal music performance at FVHS. He attended the OCSBA presentation with Sue Burr as well as the OCSBA board meeting and the ACE meeting. He noted as well that all ten our of schools have been recognized by the California Business for Education Excellence.

Mr. Templin is currently attending State SELPA where the State budget and LCFF and LCAP are being discussed. He also attended the SPC meeting, one of the community briefings and Fulton's Open House, and enjoyed the Mr. Fountain Valley event.

Mrs. Crandall congratulated Mr. Collins on receiving the Outstanding Service Award this evening. She attended the Rotary Every Student Succeeding Breakfast, the OCSBA LCFF/LCAP presentation by Sue Burr, the community briefing, the Mayor's Breakfast where Dr. Ecker presented, the Mr. Fountain Valley event, and greeted the validation team at Newland School. She also attended the FVHS Spring Picnic and

Sing, the OCDE Kindergarten and 1st grade teacher training on intervention in English related to the Common Core, Open House at Masuda, and the Twilight meeting with the Boys and Girls Club.

Mrs. Edwards attended the ACSA Every Student Succeeding Breakfast and chaired the Marion Bergeson committee. She also attended Talbert’s Open House, the middle school singers performance at FVHS, the City of Huntington Beach’s quarterly meeting with the local districts, the OCSBA LCFF/LCAP presentation by Sue Burr, and the local Board presidents’ meeting.

PUBLIC HEARINGS

A public hearing was held for the purpose of receiving public comment on the temporary agreement between the Fountain Valley School District and FVEA for the 2013-14 year. Public input was welcomed. There were no requests to address the Board and the hearing was closed.

PUBLIC HEARING FOR TENTATIVE AGREEMENT BETWEEN FVSD AND FVEA FOR 2013-14 YEAR

PUBLIC COMMENTS

There were ten requests to address the Board. Ten members of the community addressed the Board regarding music in our schools.

PUBLIC COMMENTS

LEGISLATIVE SESSION

Motion: Mr. Collins moved to approve the Declaration of Need.

DECLARATION OF NEED

Second: Mrs. Galindo

Vote: 5-0

Motion: Mrs. Crandall moved to approve the Public Disclosure of Certificated Agreement for 2013-2014.

PUBLIC DISCLOSURE OF CERTIFICATED AGREEMENT FOR 2013-2014

Second: Mr. Templin

Vote: 5-0

Motion: Mr. Templin moved to approve the Tentative Agreement Between FVEA and FVSD.

TENTATIVE AGREEMENT

BETWEEN FVEA
AND FVSD

Second: Mr. Collins

Vote: 5-0

Mrs. Edwards requested that items 9-H through 9-K be pulled for separate vote.

CONSENT
CALENDAR/
ROUTINE ITEMS OF
BUSINESS

Motion: Mrs. Galindo moved to approve the Consent Calendar with the exception of items 9-H through 9-K.

Second: Mr. Collins

Vote: 5-0

Motion: Mr. Templin moved to approve Items 9-H through 9-K.

Second: Mrs. Galindo

Vote: 5-0

The Consent Calendar included:

- Board Meeting Minutes from the March 13th regular meeting
- Personnel Items (Employment Functions, Workshops/Conferences, and Consultants)
- Donations
- Warrants
- Purchase Order Listing
- Budget Adjustments
- Williams Quarterly Report For Third Quarter 2013-14
- Resolution 2014-08: In Celebration of May 14, 2014 as California’s Day of the Teacher and May 5-9, 2014 as Teacher Appreciation Week
- Resolution 2014-09: Fountain Valley School District’s Classified Employee Week: May 19-23, 2014
- Resolution 2014-10: Resolution of Appreciation to our School Nurses on National School Nurse Day, May 17, 2014
- Proclamation of Appreciation to our Speech/Language Pathologists During May 2014: Better Speech and Hearing Month
- Approval of Orange County Department of Education as Network Support Services (Intranet) Provider Under E-Rate
- Approval of Edlio Web Host Contract Subscription
- Copier Lease Agreement

- County Office Transfer Agreement
- Special Ed Settlement Agreement – SIBLING A
- Special Ed Settlement Agreement – SIBLING B
- Notice of Completion / Resolution of Acceptance 2014-27
- Retainer Agreement for Legal Services in 2014-15 School Year with the Law Offices of Margaret A. Chidester & Associates

SUPERINTENDENT’S COMMENTS/NEW ITEMS OF BUSINESS

Dr. Ecker Requested that the Board consider some different dates for the June 26th Board meeting during the week of June 19th. The Board noted no conflicts during these dates. Dr. Ecker noted that he will give the Board advance notice of the new date.

NEW ITEMS OF BUSINESS:
RESCHEDULING JUNE 26 BOARD MEETING

Dr. Ecker Thanked Ms. Silavs, Dr. Hofer, Mrs. Abdel and Mrs. Fullerton for their work during the study session this evening and their efforts in the development of the LCAP.

Dr. Ecker Congratulated Mr. Collins on his receipt of the Outstanding Service Award this evening.

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.

ADJOURNMENT

Motion: Mr. Templin moved to adjourn the meeting at 10:30pm.

Second: Mr. Collins

Vote: Unanimously approved

/jd

**FOUNTAIN VALLEY SCHOOL DISTRICT
PERSONNEL ITEMS FOR APPROVAL
May 15, 2014**

1.0 EMPLOYMENT FUNCTIONS:

1.1 ASSISTANT SUPERINTENDENT, PERSONNEL HAS ACCEPTED THE RESIGNATION OF THE FOLLOWING CERTIFICATED EMPLOYEES:

	<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>ASSIGNMENT</u>	<u>EFFECTIVE</u>
1.1.1	Hunt, Ashley	Teacher on Leave	SDC	06/18/2014
1.1.2	LaRose, Bianca	Oka	Speech & Language	06/18/2014
1.1.3	Iorga, Susie	Science Teacher	Teacher on Leave	06/18/2014

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	Erb, Tara	Cox	Teacher	Child Care	2014-2015 School Year
1.2.2	McFerran, Allyson	Fulton/Masuda	Counselor	Child Care	2014-2015 School Year
1.2.3	Howarth, Teri	Cox	Teacher	Personal	2014-2015 School Year
1.2.4	Solorzano, Joleen	Tamura	Teacher	Maternity	05/12/2014
1.2.5	Wright, Abby	DO	Director, Support Services	Maternity	04/30/2014
1.2.6	Warman, Nicole	Talbert	Resource Specialist	Maternity	06/12/2014
1.2.7	Schlosser, Nicole	Cox	Teacher	Maternity	05/05/2014

1.3 ASSISTANT SUPERINTENDENT, PERSONNEL HAS ACCEPTED THE RETIREMENT OF THE FOLLOWING CERTIFICATED EMPLOYEE:

	<u>EMPLOYEE</u>	<u>ASSIGNMENT</u>	<u>LOCATION</u>	<u>EFFECTIVE</u>
1.3.1	Anderson, Martha	Teacher	Tamura	06/18/2014
1.3.2	Buehler, Joyce	Teacher	Newland	06/18/2014

1.4 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE SCHOOL CALENDAR, MODIFIED DAY CALENDAR, AND HOLIDAY CALENDAR FOR 2014- 2015 SCHOOL YEAR (see attachments).

1.5 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE MEMORANDUM OF UNDERSTANDING BETWEEN THE FVSD AND FVEA REGARDING K-3 CLASS SIZE FOR 2014-2015 SCHOOL YEAR.

2.0 EMPLOYMENT FUNCTIONS

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

	<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>ASSIGNMENT</u>	<u>EFFECTIVE</u>
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2.1.1	Pham, Van	Oka	IA-Bilingual -Viet	04/28/2014
2.1.2	Tran, Maria	Gisler	ESP Instructor	04/01/2014

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	Lucchese, Rina	Supt. Office	Exec. Assist.	Maternity	04/21/2014
2.2.2	Plemons, Lori	Newland	IA DTT	Medical	05/14/2014
2.2.3	Dimeck, Jill	District Office	Office Assistant	Out of class	04/21/2014

2.3 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS THE APPROVAL OF THE NEW CLASSIFICATION OF FOOD SERVICES TECHNICIAN AT RANGE 46 ON CLASSIFIED SALARY SCHEDULE.

3.0 INDEPENDENT CONTRACTOR AGREEMENT:

3.1 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF A STUDENT TEACHING AGREEMENTS WITH CALIFORNIA STATE UNIVERSITY FULLERTON EFFECTIVE 07/01/2014 TO 06/30/2019 AND WITH VANGUARD UNIVERSITY EFFECTIVE MAY 1, 2014 TO JUNE 30, 2019.

4.0 WORKSHOP/CONFERENCE ATTENDANCE:

	<u>NAME</u>	<u>ATTENDING</u>	<u>LOCATION</u>	<u>COST</u>	<u>BUDGET</u>	<u>DATES</u>
4.1	Hessler, Ross Carol Davis Jan Berry Lisa O'Cain	PCASC Mini- Conference	Anaheim, Ca	ACTUAL & NECESSARY	012819771 -5210	May 16, 2014

FOUNTAIN VALLEY SCHOOL DISTRICT
CLASSIFIED EMPLOYEES' HOLIDAY CALENDAR
2014-2015 SCHOOL YEAR

<u>HOLIDAY</u>	<u>DATE</u>	<u>DAY</u>
INDEPENDENCE DAY	July 4	Friday
LABOR DAY	September 1	Monday
ADMISSION DAY	November 10	Monday
VETERANS' DAY	November 11	Tuesday
THANKSGIVING DAY	November 27	Thursday
BOARD APPROVED HOLIDAY	November 28	Friday
WINTER RECESS	December 22 - January 2	
CHRISTMAS DAY	December 25	Thursday
BOARD APPROVED HOLIDAY	December 26	Friday
NEW YEAR'S DAY HOLIDAY	January 1	Thursday
BOARD APPROVED HOLIDAY	January 2	Friday
MARTIN LUTHER KING DAY	January 19	Monday
LINCOLN'S BIRTHDAY	February 9	Monday
PRESIDENTS' DAY	February 16	Monday
SPRING RECESS	April 6 - April 10	
BOARD APPROVED HOLIDAY	April 10	Friday
MEMORIAL DAY	May 25	Monday

Board Approved: _____

FOUNTAIN VALLEY SCHOOL DISTRICT

PERSONNEL

TO: ALL CERTIFICATED EMPLOYEES
FROM: Cathie Abdel, Assistant Superintendent, Personnel
SUBJECT: **2014-2015 Calendar of Modified Days and Staff Development Days**
DATE: April 23, 2014

Please be advised of the following designations for modified day for the **2014-15** School Year.

August

28 Staff Development

September

4 Teacher Planning
11 Site Planning
18 Back-to-School K-5/Teacher Planning 6-8
25 Back-to-School 6-8/Teacher Planning K-5

February

5 Teacher Planning
12 Site Planning
19 Teacher Planning
26 Site Planning

October

2 Site Planning
9 Teacher Planning/Special Ed
16 Site Planning
23 Teacher Planning
27-31 Parent Conferences

March

5 Site Planning/Special Ed
12 Report Card Prep 6-8/Teacher Planning K-5
19 Report Card Prep K-5/Open House 6-8
25-27 Parent Conferences

November

6 Site Planning
13 Teacher Planning
20 Site Planning

April

2 Site Planning
16 Teacher Planning
23 Site Planning
30 Teacher Planning

December

4 Report Card Prep 6-8/Site Planning K-5
11 Report Card Prep K-5/Site Planning 6-8
18 Teacher Planning

May

7 Site Planning
14 Teacher Planning
21 Site Planning/Special Ed
26 FVEA Association Modified Day
28 K-5 Open House/Teacher Planning 6-8

January

8 Teacher Planning
15 Site Planning
22 Teacher Planning
29 Site Planning/Special Ed

June

4 Site Planning
11 Report Card Prep K-8
15-17 Teacher Planning

Teacher Planning

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

Site Planning

Principal/District staff development or site meetings.

Week of October 20th Send progress reports home.
Week of December 15th Send report cards home.
Week of February 9th Send progress reports home.
Week of March 23rd Send report cards home.
Week of May 11th Send progress reports home.
June 17th -K-5 & 6-8 Report cards send home.

Board Approved: _____

FOUNTAIN VALLEY SCHOOL DISTRICT 2014-2015 SCHOOL YEAR CALENDAR

AUGUST	14-26 21-Thursday 27-Wednesday 28-Thursday 29-Friday	1 DAY TEACHER PRE-SERVICE SCHOOL OFFICES OPEN TO PUBLIC STAFF DEVELOPMENT #1 STAFF DEVELOPMENT #2 STAFF DEVELOPMENT #3
SEPTEMBER	1- Monday 2- Tuesday 3- Wednesday 18-Thursday 25-Thursday	LABOR DAY HOLIDAY TEACHER PRE-SERVICE DAY FIRST DAY OF SCHOOL BACK-TO-SCHOOL NIGHT K-5 BACK-TO-SCHOOL NIGHT 6-8
OCTOBER	17 27-31	MID TRIMESTER PARENT CONFERENCE DAYS (Modified days)
NOVEMBER	10-Monday 11-Tuesday 24-28	ADMISSION DAY VETERANS DAY OBSERVED THANKSGIVING RECESS
END OF FIRST TRIMESTER – 61 DAYS – DECEMBER 5		
DECEMBER	22–31	WINTER RECESS
JANUARY	1-2 5- Monday 19-Monday 30	WINTER RECESS RETURN TO SCHOOL MARTIN LUTHER KING BIRTHDAY HOLIDAY MID TRIMESTER
FEBRUARY	9- Monday 16-Monday	LINCOLN’S BIRTHDAY HOLIDAY PRESIDENTS’ DAY HOLIDAY
MARCH	19-Thursday 25-27	6-8 OPEN HOUSE PARENT CONFERENCE DAYS (Modified days)
END OF SECOND TRIMESTER – 57 DAYS – MARCH 13		
APRIL	6-10	SPRING RECESS
MAY	1 25- Monday 26- Tuesday 28- Thursday	MID TRIMESTER MEMORIAL DAY HOLIDAY FVEA CONTRACTUAL OBLIGATION-(Modified day) K-5 OPEN HOUSE
JUNE	15-17 17-Wednesday	MODIFIED DAYS LAST DAY OF SCHOOL
END OF THIRD TRIMESTER – 62 DAYS – JUNE 17		
JUNE	19- Friday	SCHOOL OFFICES CLOSE TO PUBLIC

DAYS OF INSTRUCTION – 180

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

Board Approved: _____

MEMORANDUM OF UNDERSTANDING BETWEEN
THE FOUNTAIN VALLEY SCHOOL DISTRICT AND THE
FOUNTAIN VALLEY EDUCATION ASSOCIATION
REGARDING K-3 CLASS SIZE FOR
SCHOOL YEAR 2014-15 and 2015-16

April 23, 2014

1. For the 2014-15 and 2015-16 school year, the parties agree to suspend the provisions of Article XI, Section A1 of their collective bargaining agreement ("Agreement") with respect to class size at grades K-3. Provisions pertaining to grades 4 through 8 shall remain in effect.
2. For 2014-15, average class sizes in grades TK-3 at each school site shall not exceed 29. Individual class sizes at TK-3 may exceed 29, so long as the annual average class size requirement is met.
3. For 2015-16, average class sizes in grades TK-3 at each school site shall not exceed 28. Individual class sizes at TK-3 may exceed 28, so long as the annual average class size requirement is met.
4. The District shall implement the reduction of class size for school year 2014-15 and 2015-16 in grades TK-3 as provided under the provisions of the adopted 2014-15 and 2015-16 state budgets and the Local Control Funding Formula ("LCFF").
5. This MOU shall not set a precedent for future interpretation or modification of the Agreement.
6. In April of 2016, the parties shall commence negotiations on the provisions of Article XI Class Size with a view to modifying the language for the 2016-17 school year. In doing so, the parties shall give consideration to state regulations for implementation of the reduction of class sizes, TK-3, and the amounts budgeted by the state for 2016-2017 Grade Span Adjustment (GSA) funding.
7. This agreement shall expire of its own accord on June 30, 2016.



Cathie Abdel, Assistant Superintendent, Personnel

4/23/14



Ed Eldridge, President FVEA

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

May 15, 2014

INSTRUCTION

5.0 APPROVAL OF ADDITIONAL DUTY REQUESTS

	<u>NAME</u>	<u>ASSIGNMENT</u>	<u>SALARY</u>	<u>BUDGET</u>	<u>DATE</u>
5.1	BRIGNARDELLO, Leo DREW, Scot HOLMAN, Mark JAREB, Jennifer (Fulton)	Sports Coaches ~ Track & Field	\$250 stipend + benefits (per sport)	010232989-1115	2013-2014 school year
5.2	BLACKETT, Pamela 375 hrs. (7/7/14 - 10/24/14) WISHEK, Annemarie 375 hrs. (7/7/14 - 10/23/14) DAO, Nhiem 39 hrs. (7/11/14 - 8/15/14) SERRANO, Madeline 247.5 hrs. (7/7/14 - 10/23/14) (Assess. & Acct.)	Initial and Annual CELDT testing	Certified stipend rate (Blackett and Wishek) Regular hourly rate (Dao and Serrano)	010308055-1119 010308055-2913	7-7-14 through 10-24-14
5.3	BARBER, Roxane BERGER, Darlene BONIFAY, Rena CAMOLA, Angie CHAIREZ, Amber COOPER, Kim CROOKS, Sharon GONZALES, Christine HENDERSHOT, Erin KRAUS, Barbara LUU, Courtney PAREKH, Rakhee PEREZ, Natalie PRESSON, Juli RICO, Monique RUSSO, Donna SANCHEZ, Lisa TOKARZ, Amber TRAN, Quynh Tram Kim (Child Care Programs)	Classroom set up for the 2014-2015 CDC school year At Cou, Cox, Gis, New, Oka & Pla	Regular hourly rate, for a total not to exceed 16 hours each	120016498-2115	8-27-14 and 8-28-14
5.4	See attached list for employee names (Child Care Programs)	Classroom set up for the 2014-2015 ESP school year	Regular hourly rate, for a total of 8 hours each for Aides, 12 hours each for Instructors, and 16 hours each for Lead Instructors	120016598-2115	8-27 and 8-28-14 Aides and Instructors 8-27, 28 and 29, 2014 Lead Instructors
5.5	HOANG, Anh MENDEZ, Susan NAILE, Barbara (Child Care Programs)	Classroom set up for the 2014-2015 State Preschool school year	Regular hourly rate, for a total of 16 hours each	120016198-2115	8-27 and 8-28-14
5.6	VALONE, Janice (Child Care Programs)	To prepare for the 2014-2015 school year	Regular hourly rate, not to exceed 10 days	120016098-2115	July and/or August, 2014, TBD

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	SCHULTZ, Kelly (Support Services)	Basic Audiometry And Hearing Problems ~ CSUSB	On-Line Class for District Nurse	\$560.00	010019961-5210	April thru June, 2014

REASON FOR LATE SUBMITTAL: Received registration information after April Board meeting deadline.

FOUNTAIN VALLEY SCHOOL DISTRICT
REQUEST FOR ADDITIONAL DUTY ASSIGNMENT

(Please submit this form to the appropriate Deputy Superintendent for approval).

Name(s): Debbie Hopkins, Sam Bennett, Megan Burns, Sandra Chin, Mechele Hughes, Darlean Arellano, Dee Wisrock, Sara Wagoner, Bev Godshall, Crystal Gutierrez, Tracee Mueller, Chitsaya Winmaw, Melissa Cortez, Marie Taylor, Carolyn Lamm, Alice Tomita, Sandy Jones, Sharon Bradford, Cathy Calvert, Corinne Franzoy, Nichole Reagan, Carol Benedict, Maria Tran, Maria Bowers, Susan Mahdavi, Carla Gustafson, Shari Ramos, Julie Anderson, Christina Fogarty, Julie Espinoza, Julie Banages, Lydia Rodriguez, Roselie Sanchez, Joy Grabarkewitz, Jimmy Tran, Carissa Sanchez, Janet Bremmer, Karen Kohatsu, Lori Loustaunau, Miranda Baker, Jan Kiesel, and Kathy Locken.

Lead Instructors: June Williams, Connie Ramirez, Tiffany Covington, Vanessa Larios, Natalie Velez, Debi Blanchard, and Harmony Tague

Location: All ESP Locations

Date(s): August 27 and 28 – Aides (8 hours), Instructors (12 hours) over a 2 day period.
August 27, 28 and 29 – Lead Instructors (16 hours) over a 3 day period.

Rate: Varies

Purpose: Classroom set up

Budget Number: 12001 6598 2115

Submitted by: Mona Green
(Name)

Director
(Title)

Child Care Programs
(School/Dept.)

Approved: 
Asst. Superintendent

May 1, 2014
Date

BOARD APPROVAL DATE: 5-15-14

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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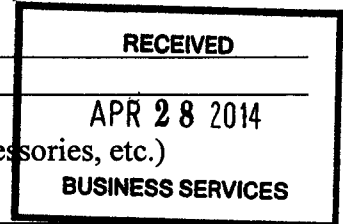
SCHOOL RECEIVING DONATION: Courreges Elementary School

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 8th Street, Bentonville, AR 72716-0150, \$250.00, Check #3092184, 3/28/14

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, 5th Grade Teacher
Classroom Books (Purchase from Bulk Bookstore)
P.O. H20R1213

REVIEWED: *C. Christ* APPROVED/DISAPPROVED: _____ Date 04/25/2014
Principal/Department Head

REVIEWED: *Chen* APPROVED/DISAPPROVED: _____ Date 4/29/14
Assistant Superintendent
Business/Administration

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

BOARD APPROVAL DATE: 5/15/14

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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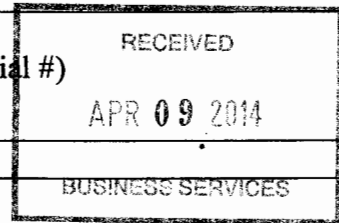
SCHOOL RECEIVING DONATION: Courreges Elementary School

NAME OF DONOR: Annette Gilbert (Courreges Parent)

DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)
Cash Donation \$153.00, Check #6751, 4/7/14

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) Instructional Supplies

REVIEWED: *Ce Christ* APPROVED/DISAPPROVED: 04/08/2014
Principal/Department Head Date

REVIEWED: *Chen* APPROVED/DISAPPROVED: 4/9/14
Assistant Superintendent Date
Business/Administration

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

BOARD APPROVAL DATE: 5/15/14

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Cox Elementary

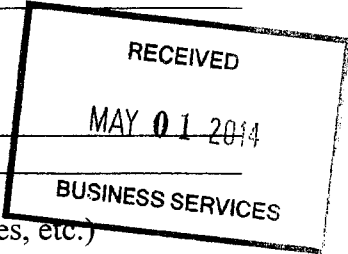
NAME OF DONOR: ~~Cox PTO~~ AT+T

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.)

5600326485 \$ 10.00

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: 010320000 -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 010013284310

INTENDED USE: (State how this will be used)

classroom enhancement

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

REVIEWED: [Signature] APPROVED/DISAPPROVED: 5-2-14
Assistant Superintendent Date
Business/Administration

REVIEWED: _____ APPROVED/DISAPPROVED: _____
Director, Technology/Media Date

BOARD APPROVAL DATE: 5/15/14

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Cox Elementary

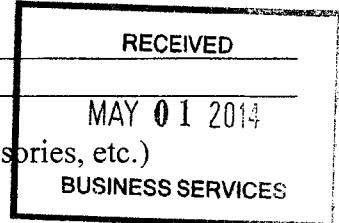
NAME OF DONOR: ~~Cox PTO~~ A + Y

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.)

5600291155 \$ 10.00

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: 010320000 -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 010013289 4310

INTENDED USE: (State how this will be used)

classroom enhancement

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

REVIEWED: [Signature] APPROVED 5-2-14
Assistant Superintendent Date
Business/Administration

REVIEWED: _____ APPROVED/DISAPPROVED: _____
Director, Technology/Media Date

BOARD APPROVAL DATE: 5/15/14

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Box

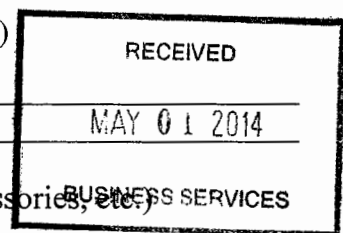
NAME OF DONOR: AT + T

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.)

#5600280777 \$ 15.00

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: 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: 5-2-14
Assistant Superintendent Date
Business/Administration

REVIEWED: _____ APPROVED/DISAPPROVED: _____
Director, Technology/Media Date

BOARD APPROVAL DATE: 5/15/14

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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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.)

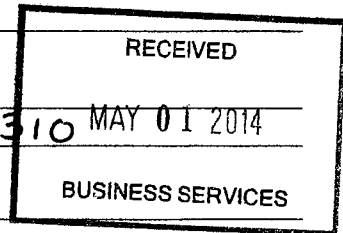
4416 \$ 15.24

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: 5/2/15
Assistant Superintendent Date
Business/Administration

REVIEWED: _____ APPROVED/DISAPPROVED: _____
Director, Technology/Media Date

BOARD APPROVAL DATE: 5/15/14

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Cox Elementary

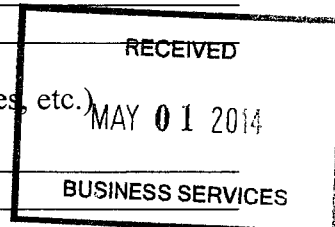
NAME OF DONOR: Cox PTO

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.)

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: 5/2/14
Assistant Superintendent Date
Business/Administration

REVIEWED: _____ APPROVED/DISAPPROVED: _____
Director, Technology/Media Date

BOARD APPROVAL DATE: 5/15/14

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Cox Elementary

NAME OF DONOR: Cox PTO

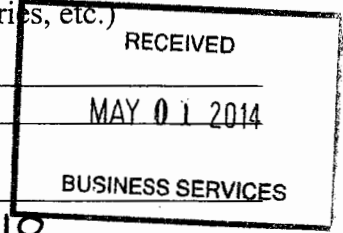
DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)

#4415 \$ 33.36

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

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

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



REVENUE ACCT: 01 032 0000 -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 01 001 32894310

INTENDED USE: (State how this will be used)

classroom enhancement

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

REVIEWED: [Signature] APPROVED/DISAPPROVED: 5/2/14
Assistant Superintendent Date
Business/Administration

REVIEWED: _____ APPROVED/DISAPPROVED: _____
Director, Technology/Media Date

BOARD APPROVAL DATE: 5/15/14

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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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.)

4417 \$ 35.83

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

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

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

REVENUE ACCT: 01032 0000 -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE:

INTENDED USE: (State how this will be used)

RECEIVED
MAY 01 2014
BUSINESS SERVICES

classroom enhancement

REVIEWED: [Signature]
Principal/Department Head

APPROVED/DISAPPROVED: _____
Date

REVIEWED: [Signature]
Assistant Superintendent
Business/Administration

APPROVED/DISAPPROVED: _____
Date 5/2/14

REVIEWED: _____
Director, Technology/Media

APPROVED/DISAPPROVED: _____
Date

BOARD APPROVAL DATE: 5/15/14

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

SCHOOL RECEIVING DONATION: Cox Elementary

NAME OF DONOR: Cox PTO

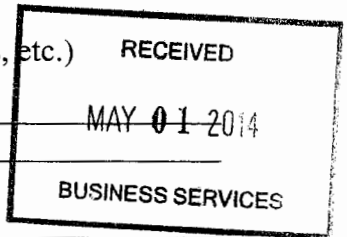
DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)

4418 \$ 108.79

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

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

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



REVENUE ACCT: 01032 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: APPROVED _____
Assistant Superintendent Date 5-2-14
Business/Administration

REVIEWED: _____ APPROVED/DISAPPROVED: _____
Director, Technology/Media Date

BOARD APPROVAL DATE: 5/15/14

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Gisler

NAME OF DONOR: Gisler PTO

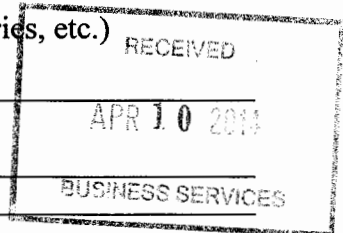
DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)
Check #2035 @ \$641.08

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 - 4310



INTENDED USE: (State how this will be used) Greater Gator Award Pencils

REVIEWED: *C. C. Davis* APPROVED/DISAPPROVED: 4-4-14
Principal/Department Head Date

REVIEWED: *Ch...* APPROVED/DISAPPROVED: 4/10/14
Assistant Superintendent Business/Administration Date

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

BOARD APPROVAL DATE: 5/15/14

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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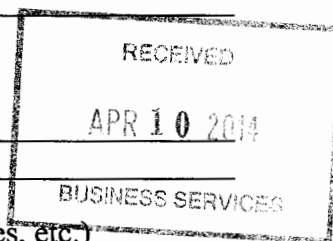
SCHOOL RECEIVING DONATION: Gisler

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.)
Check #2042 @ \$31.19

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 - 4310

INTENDED USE: (State how this will be used) Supplies for Meet-the-Masters

REVIEWED: *C. C. Davis* APPROVED/DISAPPROVED: 4-7-14
Principal/Department Head Date

REVIEWED: *[Signature]* APPROVED/DISAPPROVED: 4/10/14
Assistant Superintendent Business/Administration Date

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

BOARD APPROVAL DATE: 5/15/14

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Fulton

NAME OF DONOR: Fulton Middle School – 8th Grade

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.) \$3,369.60

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: 010142989-5811

INTENDED USE: (State how this will be used) Charter Bus Charges for 8th grade – Catalina

REVIEWED: [Signature] APPROVED/DISAPPROVED: 4/28/14
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 4/29/14
Assistant Superintendent Business/Administration Date

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

BOARD APPROVAL DATE: 5/15/14

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Fulton

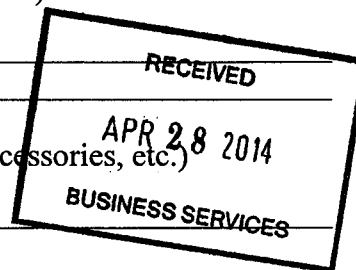
NAME OF DONOR: Fulton PTA

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.) \$670.59 *ok 456*

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 basketball coach stipends & benefits

REVIEWED: [Signature] APPROVED/DISAPPROVED: 4/24/14
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 4/29/14
Assistant Superintendent Date
Business/Administration

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

BOARD APPROVAL DATE: 5/15/14

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.) \$1,314.61 ck 4555

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

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

RECEIVED
APR 28 2014
BUSINESS SERVICES

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) After school programs, ASB & 8th Gr. stipends, Release time, and benefits

REVIEWED: [Signature] APPROVED/DISAPPROVED: 4/24/14
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 4/29/14
Assistant Superintendent Date
Business/Administration

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

BOARD APPROVAL DATE: 5/15/14

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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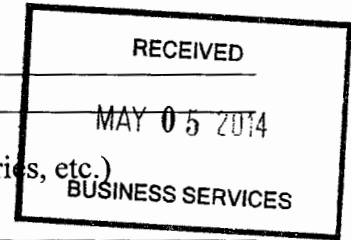
SCHOOL RECEIVING DONATION: Masuda

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.)
493.54

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 coach stipend, pay for after school clubs

REVIEWED: [Signature] APPROVED/DISAPPROVED: 5-5-14
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 5/5/14
Assistant Superintendent Date
Business/Administration

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

BOARD APPROVAL DATE: 5/15/14

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Masuda

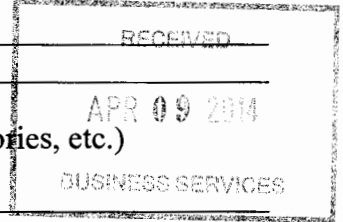
NAME OF DONOR: Rock Harbor

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.)
\$406.68

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) Use for various instructional supply purchases

REVIEWED: [Signature] APPROVED/DISAPPROVED: 4-7-14
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 4-9-14
Assistant Superintendent Date
Business/Administration

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

BOARD APPROVAL DATE: 5/15/14

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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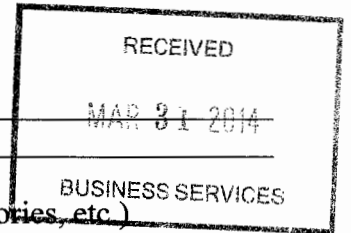
SCHOOL RECEIVING DONATION: Masuda

NAME OF DONOR: FV Community 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.)
\$1420.00

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) As needed for various school programs/supplies

REVIEWED: [Signature] APPROVED/DISAPPROVED: APPROVED 3-27-14
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: APPROVED 4/1/14
Assistant Superintendent Date
Business/Administration

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

BOARD APPROVAL DATE: 5/5/14

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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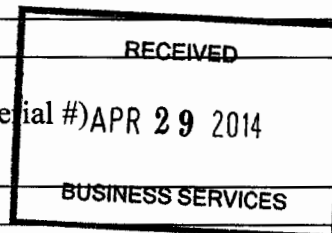
SCHOOL RECEIVING DONATION: Oka

NAME OF DONOR: Tom Vo's Taekwondo Academy, 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.)
Check #1110 in the amount of \$400

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

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



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

REVENUE ACCT: -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 0103700008699

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

REVIEWED: [Signature] APPROVED/DISAPPROVED: 4/23/2014
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 4/29/14
Assistant Superintendent Business/Administration Date

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

BOARD APPROVAL DATE: 5/13/14

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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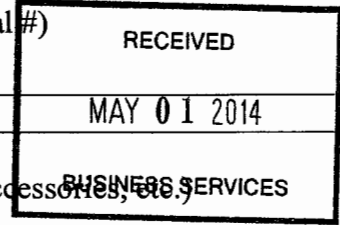
SCHOOL RECEIVING DONATION: Talbert Middle School

NAME OF DONOR: Discovery Science Center

DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)
Cash donation in the amount of \$600.00, check #50503.

ESTIMATED INSTALLATION COST: (Note software needs, special wiring required, additional components needed, transportation, etc.)
None

INVENTORY INFORMATION: (Include quantity, brand name, model #, serial #)
None



ESTIMATED COST OF ANNUAL UPKEEP: (Electricity, special supplies, accessories, etc.)
None

REVENUE ACCT: 010380000-8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE:
010143889-5650

INTENDED USE: (State how this will be used) To help pay for transportation costs to the Discovery Science Center.

REVIEWED: [Signature] APPROVED/DISAPPROVED: 04/28/14
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 5/2/14
Assistant Superintendent Business/Administration Date

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

BOARD APPROVAL DATE: 5/15/14

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Talbert Middle School

NAME OF DONOR: Multiple Donors

DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)
Cash donation in the amount of \$139.95 (checks for \$64.95 and cash for \$75.00)

ESTIMATED INSTALLATION COST: (Note software needs, special wiring required, additional components needed, transportation, etc.)
None

INVENTORY INFORMATION: (Include quantity, brand name, model #, serial #)
None

ESTIMATED COST OF ANNUAL UPKEEP: (Electricity, special supplies, accessories, etc.)
None

REVENUE ACCT: 01038000-8699
EXPENDITURE ACCT(S) FOR BUDGET INCREASE:
010143889-4310

INTENDED USE: (State how this will be used) To purchase supplies for band, string, and orchestra class including t-shirts

REVIEWED: [Signature] APPROVED/DISAPPROVED: 4/23/14
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 4/25/14
Assistant Superintendent Date
Business/Administration

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

BOARD APPROVAL DATE: 5/15/14

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Talbert Middle School

NAME OF DONOR: Multiple Donors

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

Cash donation in the amount of \$220.73 (check #1039 for \$60 and cash for \$160.73)

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

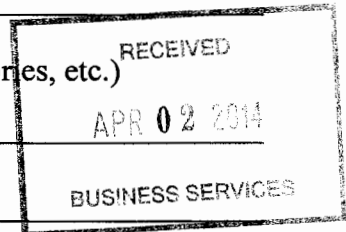
None

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

None

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

None



REVENUE ACCT: 01038000-8699

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

INTENDED USE: (State how this will be used) To purchase supplies for band, string, and orchestra class.

REVIEWED: [Signature] APPROVED/DISAPPROVED: 4/1/14
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 4/3/14
Assistant Superintendent Date
Business/Administration

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

BOARD APPROVAL DATE: 5/15/14

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.)
\$69.66 check #3456

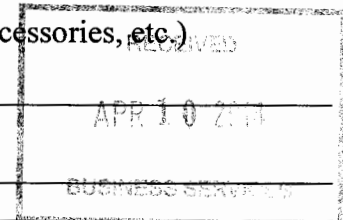
ESTIMATED INSTALLATION COST: (Note software needs, special wiring required, additional components needed, transportation, etc.)

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 - 4310



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

REVIEWED: [Signature] APPROVED/DISAPPROVED: 4/8/2014
Principal/Department Head Date

REVIEWED: [Signature] ~~APPROVED/DISAPPROVED~~: 4/10/14
Assistant Superintendent Date
Business/Administration

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

BOARD APPROVAL DATE: 5/15/14

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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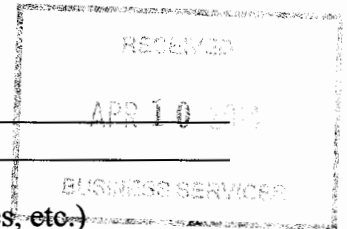
SCHOOL RECEIVING DONATION: Tamura Elementary

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.)
\$2,055.24 check #3458

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 - 4410

INTENDED USE: (State how this will be used) Apple Computer for Yearbook

REVIEWED: [Signature] APPROVED/DISAPPROVED: 4/8/2014
Principal/Department Head Date

REVIEWED: [Signature] APPROVED DISAPPROVED: 4/11/14
Assistant Superintendent Business/Administration Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: _____
Assistant Superintendent Instruction Date

BOARD APPROVAL DATE: 4/15/14

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.

SCHOOLS RECEIVING DONATION: Cox and Masuda

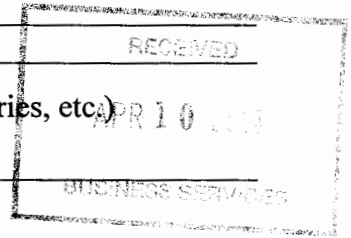
NAME OF DONOR: Fountain Valley Educational Foundation

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.)
Check #1429 in the amount of \$778.00

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: Cox: 010320000-8699 and Masuda: 010490000-8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: Cox: 010013289-4399 and Masuda: 010144989-4399

INTENDED USE: (State how this will be used) To purchase one Chromebook for Cox and one Chromebook for Masuda

REVIEWED: [Signature] DIRECTOR, Assess. & Acct. APPROVED/DISAPPROVED: 04.08.2014 Date

REVIEWED: [Signature] Assistant Superintendent Business Administration APPROVED/DISAPPROVED: 4-10-14 Date

REVIEWED: [Signature] Assistant Superintendent Instruction APPROVED/DISAPPROVED: 4-8-14 Date

BOARD APPROVAL DATE: May 15, 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.

SCHOOLS RECEIVING DONATION: Courreges, Cox, Gisler, Newland, Oka, Plavan & Tamura

NAME OF DONOR: Rotary Club of Fountain Valley

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 #1787, in the amount of \$4,865.00, to be divided among the above schools @ \$695 each.

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: 012395990 -8699
EXPENDITURE ACCT(S) FOR BUDGET INCREASE: Funds allocated to each school site.

INTENDED USE: (State how this will be used) To purchase high interest and motivational books appropriate for students in grades 1-3.

REVIEWED: _____ APPROVED/DISAPPROVED: _____
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 4/25/14
Assistant Superintendent Date
Business/Administration

REVIEWED: [Signature] APPROVED/DISAPPROVED: 4-23-14
Assistant Superintendent Date
Instruction

BOARD APPROVAL DATE: May 15, 2014

FOUNTAIN VALLEY SCHOOL DISTRICT

BOARD MEETING MAY 8, 2014

TO: Christine Fullerton

FROM: Martha Lockwood

SUBJECT: Warrant Listing - Check Numbers 65144 - 65546

DATES: 3/25/14 - 4/30/14

FUND 01	GENERAL FUND	\$385,188.48
FUND 12	CHILD DEVELOPMENT	\$26,964.64
FUND 13	CAFETERIA	\$61,969.94
FUND 25	CAPITAL FACILITIES	\$1,639.00
FUND 40	SPECIAL RESERVE	\$127,650.94
FUND 68	WORKERS COMP	\$59,223.58
FUND 69	INSURANCE	\$350,705.70
TOTAL		\$1,013,342.28

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 05/15/2014

FROM 03/26/2014 TO 05/06/2014

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
H20M4168	HMC ARCHITECTS	3,000.00	1,080.00	012838992 6220	Energy Efficient Projects / Architectural & Engineer.Fees
H20M4233	METRO BUSINESS SOLUTIONS INC.	64.79	64.79	012869390 4325	Maintenance / Office Supplies
H20M4238	TURF STAR INC.	87,453.10	-4.48	012899390 6420	Gardening / Equipment-Machinery, Vehicles
H20M4240	WINNER CHEVROLET INC.	25,393.64	225.00	012899390 6420	Gardening / Equipment-Machinery, Vehicles
H20M4242	EBERHARD EQUIPMENT	110.00	110.00	012899390 4343	Gardening / Gardening Supplies
H20M4243	CRANDALL'S PLUMBING INC.	250.00	250.00	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
H20M4246	METRO BUSINESS SOLUTIONS INC.	129.58	129.58	012869390 4325	Maintenance / Office Supplies
H20M4247	EBERHARD EQUIPMENT	375.71	375.71	012899390 4347	Gardening / Repair & Upkeep Equip Supplies
H20M4248	COUNTY OF ORANGE	70.00	70.00	012869390 5570	Maintenance / Sanitation Fees
H20M4249	PARKHOUSE TIRE INC.	5,000.00	3,000.00	016919395 5645	7240 Special Ed Transportation / Outside Srvs-Repairs &
			2,000.00	016929395 4349	7230 Home-to-Sc Transportation / Transportation Supplies
H20M4269	COMMERCIAL LANDSCAPE SUPPLY IN	16.00	16.00	012899390 4343	Gardening / Gardening Supplies
H20M4270	MCKINLEY ELEVATOR CORP	431.00	431.00	012869390 6223	Maintenance / Tests & Examinations Bldgs
H20M4271	WEST LITE SUPPLY CO INC	1,124.00	1,124.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
H20M4272	SR PRODUCTS	330.00	330.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
H20M4274	ACORN MEDIA	53.86	53.86	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
H20M4275	TIME AND ALARM SYSTEMS INC.	600.00	600.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
H20M4276	WEST LITE SUPPLY CO INC	250.00	250.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
H20M4278	OC DESIGN SPECIALIST-BUDGET BL	1,168.74	1,168.74	014869390 5899	STAR Building DO-Routine Maint / Other Operating
H20M4279	EMED CO INC.	221.95	221.95	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
H20M4280	ALLIED REFRIGERATION INC.	160.00	160.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
H20M4283	WESTERN GLASS RESTORATION	600.00	600.00	012879390 4347	Vandalism / Repair & Upkeep Equip Supplies
H20M4301	CITY OF FOUNTAIN VALLEY	200.00	200.00	012869390 6222	Maintenance / Inspection Svcs Bldg Improve
H20R1102	SCHOOL SERVICES OF CALIFORNIA	540.00	135.00	012719380 5210	Business Department / Travel, Conference, Workshop
			135.00	012719470 5210	Personnel Department / Travel, Conference, Workshop
			270.00	012849380 5210	Fiscal Services / Travel, Conference, Workshop
H20R1114	BAD WOLF PRESS	81.00	-81.00	010014089 4310	Donations - Plavan / Instructional Supplies
			81.00	010014089 5826	Donations - Plavan / Licensing/Software,Maint/Supp
H20R1128	HOME DEPOT	800.00	800.00	010143887 4310	Other Donations - Talbert / Instructional Supplies
H20R1129	MICROSOFT CORPORATION	2,598.48	8.64	012719165 4320	Superintendent / Computer Supplies
			2,589.84	012719165 4440	Superintendent / RPLC Equip \$500-\$5000
H20R1130	MAGENTA COMPUTER CENTER	213.84	213.84	012719165 4320	Superintendent / Computer Supplies
H20R1131	CDWG	315.88	214.40	012719165 4399	Superintendent / Equipment Under \$500

FOUNTAIN VALLEY SD

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H20R1131	*** CONTINUED ***				
			101.48	012719165 5826	Superintendent / Licensing/Software,Maint/Supp
H20R1132	MAGENTA COMPUTER CENTER	110.00	110.00	016689380 4347	7394 TIIG Admin Tech-Operation / Repair & Upkeep Equip
H20R1133	DEWALT-PORTER CABLE-DELTA SERV	298.25	298.25	010142929 4311	Sch Site Instr - Fulton / Elective Supplies
H20R1134	DON JOHNSTON INC.	5,722.03	5,722.03	012289969 5826	MAA - Assistive Technology /
H20R1135	EDMENTUM INC	8,262.53	1,009.38	012331055 5826	Title III-LEP-Tamura / Licensing/Software,Maint/Supp
			500.00	012331655 5826	Title III-LEP-Newland / Licensing/Software,Maint/Supp
			1,009.38	012333155 5826	Title III-LEP-Gisler / Licensing/Software,Maint/Supp
			1,706.25	012333255 5826	Title III-LEP-Cox / Licensing/Software,Maint/Supp
			1,009.38	012333755 5826	Title III-LEP-Oka / Licensing/Software,Maint/Supp
			1,009.38	012334055 5826	Title III-LEP-Plavan / Licensing/Software,Maint/Supp
			1,009.38	012334755 5826	Title III-LEP-Courreges / Licensing/Software,Maint/Supp
			1,009.38	012334955 5826	Title III-LEP-Masuda / Licensing/Software,Maint/Supp
H20R1136	TANDY LEATHER	311.04	311.04	010142929 4311	Sch Site Instr - Fulton / Elective Supplies
H20R1138	CLIFFORD MOSS LLC	18,000.00	18,000.00	012719165 5813	Superintendent / Consultant
H20R1139	SEYCO-SCROLL SAW SPECIALISTS I	100.44	100.44	010142929 4311	Sch Site Instr - Fulton / Elective Supplies
H20R1140	DELL INC	12,840.12	12,840.12	016689380 6410	7394 TIIG Admin Tech-Operation /
H20R1141	LAKESHORE LEARNING MATERIALS	75.00	75.00	015104960 4310	Special Ed. - Masuda SDC / Instructional Supplies
H20R1142	GUITAR CENTER INC.	132.96	132.96	010099276 5645	Instrumental Music-Insurance / Outside Srvs-Repairs &
H20R1143	CANNON SPORTS	430.92	430.92	010013789 4310	Donations - Oka / Instructional Supplies
H20R1144	SCHOLASTIC CATALOG DEPT.	45.59	45.59	010014040 4310	Sch Site Instr - Plavan / Instructional Supplies
H20R1145	AMAZON.COM LLC	566.16	566.16	011493888 4310	FVEF Teacher Grants - Talbert / Instructional Supplies
H20R1146	CDWG	1,717.52	1,717.52	011219078 4320	Common Core St Standards-Tech / Computer Supplies
H20R1147	SCHOOL OUTFITTERS	2,363.08	2,363.08	011219078 4320	Common Core St Standards-Tech / Computer Supplies
H20R1148	APPLE COMPUTER ORDER DEPARTMEN	166,915.85	4,528.74	012099078 4410	Vantage Learning / Fixed Assets \$500-\$5000
			162,387.11	012108078 4410	Tech/Media - School Site / Fixed Assets \$500-\$5000
H20R1149	STAPLES	150.00	150.00	010144949 4310	Sch Site Instr - Masuda / Instructional Supplies
H20R1150	PEARSON	162.54	162.54	012289963 4322	MAA - Instructional / Testing Supplies
H20R1151	PRO ED INC.	219.78	219.78	012289963 4322	MAA - Instructional / Testing Supplies
H20R1152	RIVERSIDE PUBLISHING COMPANY	332.17	332.17	012289963 4322	MAA - Instructional / Testing Supplies
H20R1153	ARIEL SUPPLY INC.	363.83	363.83	010011616 4310	Sch Site Instr - Newland / Instructional Supplies
H20R1154	GUITAR CENTER INC.	90.72	90.72	010099276 4310	Instrumental Music-Insurance / Instructional Supplies
H20R1155	PEARSON ASSESSMENTS	78.25	78.25	012289963 4322	MAA - Instructional / Testing Supplies
H20R1159	METRO BUSINESS SOLUTIONS INC.	2,220.00	2,220.00	010142929 4410	Sch Site Instr - Fulton / Fixed Assets \$500-\$5000

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 05/15/2014

FROM 03/26/2014 TO 05/06/2014

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
H20R1162	SCHOOL SPECIALTY	172.80	172.80	015511660 4310	Special Ed. - Newland RSP / Instructional Supplies
H20R1163	A1GM	540.00	540.00	012723737 4325	Sch Site Admin - Oka / Office Supplies
H20R1164	CRAFT SUPPLIES USA	292.93	292.93	010142929 4311	Sch Site Instr - Fulton / Elective Supplies
H20R1165	PENN STATE INDUSTRIES	311.94	311.94	010142929 4311	Sch Site Instr - Fulton / Elective Supplies
H20R1166	NASCO	49.77	49.77	011202929 4310	Middle School Science-Fulton / Instructional Supplies
H20R1167	TARGET STORES	76.00	76.00	015101660 4310	Special Ed. - Newland SDC / Instructional Supplies
H20R1168	LAKESHORE LEARNING MATERIALS	76.00	76.00	015101660 4310	Special Ed. - Newland SDC / Instructional Supplies
H20R1169	BARNES AND NOBLE	202.00	202.00	011491688 4310	FVEF Teacher Grants - Newland / Instructional Supplies
H20R1170	STAPLES	50.00	50.00	010011616 4310	Sch Site Instr - Newland / Instructional Supplies
H20R1171	SOUTHWEST SCHOOL AND OFFICE SU	216.00	216.00	015101660 4310	Special Ed. - Newland SDC / Instructional Supplies
H20R1172	NEWMARK LEARNING, LLC	51.90	51.90	015514960 4310	Special Ed. - Masuda RSP / Instructional Supplies
H20R1173	AMAZON.COM LLC	1,470.53	1,470.53	010143887 4310	Other Donations - Talbert / Instructional Supplies
H20R1174	SOUTHWEST SCHOOL AND OFFICE SU	198.49	198.49	012289965 4325	MAA - Nurses / Office Supplies
H20R1175	SOUTHWEST SCHOOL AND OFFICE SU	195.83	195.83	012289965 4325	MAA - Nurses / Office Supplies
H20R1176	SOUTHWEST SCHOOL AND OFFICE SU	238.71	238.71	012589860 4325	Discrete Trial Training / Office Supplies
H20R1177	SUPER DUPER SCHOOL COMPANY	161.78	161.78	012289963 4310	MAA - Instructional / Instructional Supplies
H20R1178	UNITED STATES POSTAL SERVICE	220.00	220.00	012719385 4335	Purchasing / Postage, Bulk Mail, Freight
H20R1179	WILLIAMS WOOD WORKS INC.	500.00	500.00	010142929 4311	Sch Site Instr - Fulton / Elective Supplies
H20R1180	SCHOOL SPECIALTY	228.02	228.02	012289963 4310	MAA - Instructional / Instructional Supplies
H20R1181	THERAPY SHOPPE	364.59	364.59	012289963 4310	MAA - Instructional / Instructional Supplies
H20R1182	ARIEL SUPPLY INC.	1,678.86	1,678.86	012289963 4320	MAA - Instructional / Computer Supplies
H20R1183	TEXTBOOK WAREHOUSE	620.41	620.41	012129078 4110	Lottery Instructional Material / Basic Textbooks
H20R1184	PAPER DIRECT INC	118.75	118.75	012819771 5828	Personnel Commission / Staff Recognition
H20R1185	AMAZON.COM LLC	104.92	104.92	012059385 4330	Publications / Printing/Xerox Supplies
H20R1186	ARIEL SUPPLY INC.	155.41	155.41	012658155 4325	Assessment and Accountability / Office Supplies
H20R1188	LAKESHORE LEARNING MATERIALS	200.00	200.00	010013232 4310	Sch Site Instr - Cox / Instructional Supplies
H20R1189	LAKESHORE LEARNING MATERIALS	100.00	100.00	015513260 4310	Special Ed. - Cox RSP / Instructional Supplies
H20R1190	CDWG	8,023.73	748.44	010113255 4310	Title I - Cox / Instructional Supplies
			7,275.29	010113255 4399	Title I - Cox / Equipment Under \$500
H20R1191	IMAGE MARKET	483.30	483.30	010143889 4310	Donations - Talbert / Instructional Supplies
H20R1192	RENAISSANCE LEARNING INC	534.60	534.60	010114955 5826	Title I - Masuda / Licensing/Software,Maint/Supp
H20R1193	A1GM	207.36	207.36	010014089 4310	Donations - Plavan / Instructional Supplies
H20R1194	CERTIFIED TRANSPORTATION BUS C	405.00	405.00	013838380 8699	Other Donations - Talbert / ALL OTHER LOCAL
H20R1195	SCHOOL NURSE SUPPLY INC	291.05	291.05	012732929 4327	Health Supplies - Fulton / Health Supplies

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 05/15/2014

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H20R1200	BEARCOM	659.12	659.12	010011010 5645	Sch Site Instr - Tamura / Outside Srvs-Repairs & Mainten
H20R1201	STAPLES	108.13	108.13	010144949 4311	Sch Site Instr - Masuda / Elective Supplies
H20R1207	LAKESHORE LEARNING MATERIALS	81.00	81.00	010269275 4310	School Readiness Init Admin / Instructional Supplies
H20R1208	CALIFORNIA WESTERN VISUALS	3,963.75	3,963.75	010124949 4410	Pacific Life Grant - Masuda / Fixed Assets \$500-\$5000
H20R1209	A-Z BUS SALES INC.	144.96	144.96	012289963 4349	MAA - Instructional / Transportation Supplies (only)
H20R1211	BULK BOOKSTORE	249.76	249.76	010014787 4310	Other Donations - Courreges / Instructional Supplies
H20R1212	EDLIO INC.	7,200.00	7,200.00	012099078 5826	Vantage Learning / Licensing/Software,Maint/Supp
H20R1214	CDWG	379.44	379.44	010013289 4399	Donations - Cox / Equipment Under \$500
H20R1215	CDWG	379.44	379.44	010144989 4399	Donations - Masuda / Equipment Under \$500
H20R1216	ARIEL SUPPLY INC.	127.33	127.33	012289963 4320	MAA - Instructional / Computer Supplies
H20R1218	APPLE COMPUTER ORDER DEPARTMEN	3,911.04	1,303.68	012099078 4399	Vantage Learning / Equipment Under \$500
			1,955.52	012333255 4399	Title III-LEP-Cox / Equipment Under \$500
			651.84	012333755 4399	Title III-LEP-Oka / Equipment Under \$500
H20R1219	SHI INTERNATIONAL CORP	1,399.00	1,399.00	012109078 5826	Tech/Media Office Operation /
H20R1222	APPLE COMPUTER ORDER DEPARTMEN	106.92	106.92	010124949 4399	Pacific Life Grant - Masuda / Equipment Under \$500
H20R1224	PLUSOPTIX INC	6,890.62	6,890.62	010239275 6410	School Nurse Expansion Project /
H20R1225	SOUTH SHORE DISTRIBUTION LLC	610.01	610.01	010142929 4311	Sch Site Instr - Fulton / Elective Supplies
H20R1226	METRO BUSINESS SOLUTIONS INC.	56.15	56.15	012719275 4325	Curriculum/Instruction Office / Office Supplies
H20R1227	CHIDESTER, MARGARET A.	1,157.44	1,157.44	012159470 5830	Personnel - Legal Services / Legal Fees
H20R1228	SOUTHWEST SCHOOL AND OFFICE SU	33.05	33.05	016099275 4310	6761 Arts, Music & PE / Instructional Supplies
H20R1229	AXIOM ADVISORS AND CONSULTANTS	2,000.00	2,000.00	015699860 5813	Behavior Intervention / Consultant
H20R1230	OCSBA	128.00	128.00	012719166 5210	Board of Trustees / Travel, Conference, Workshop
H20R1232	OFFICE DEPOT	627.52	627.52	012719165 4325	Superintendent / Office Supplies
H20R1234	PEARSON	550.37	550.37	016158155 4322	7140 Gifted & Talented - Instr / Testing Supplies
H20R1235	CAROLINA BIO SUPPLY CO.	377.24	377.24	010144989 4310	Donations - Masuda / Instructional Supplies
H20R1236	AMAZON.COM LLC	16.99	16.99	010124949 4320	Pacific Life Grant - Masuda / Computer Supplies
H20R1240	ACCURATE LABEL DESIGN INC.	85.34	85.34	012724949 4325	Sch Site Admin - Masuda / Office Supplies
H20R1243	STAPLES	246.94	246.94	012724949 4325	Sch Site Admin - Masuda / Office Supplies
H20R1244	ORANGE COUNTY DEPARTMENT OF ED	4,800.00	4,800.00	011229275 5813	Common Core St Standards-Admin / Consultant
H20R1245	ACCO BRANDS USA LLC D/B/A GBC	2,046.60	2,046.60	010011089 4410	Donations - Tamura / Fixed Assets \$500-\$5000
H20R1246	SOUTHWEST SCHOOL AND OFFICE SU	18.00	18.00	015511060 4310	Special Ed. - Tamura RSP / Instructional Supplies
H20R1253	GLASSICAL DESIGNS INC.	344.15	344.15	012819771 5828	Personnel Commission / Staff Recognition
H20R1254	SOUTHWEST SCHOOL AND OFFICE SU	264.00	264.00	015102960 4310	Special Ed. - Fulton SDC / Instructional Supplies
H20R1255	VOLOGY INC.	370.00	370.00	012109078 5826	Tech/Media Office Operation /

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT BY FUND

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H20R1256	AVALON TENT & PARTY	2,906.92	2,906.92	010149380 4310	Promotion Activities / Instructional Supplies
H20R1257	CASBO	590.00	590.00	012849380 5210	Fiscal Services / Travel, Conference, Workshop
H20R1260	GOPHER SPORTS EQUIPMENT	162.61	162.61	015619860 4310	Special Ed. - DIS--APE / Instructional Supplies
H20R1263	CERTIFIED TRANSPORTATION BUS C	421.20	421.20	010011689 5811	Donations - Newland / Transportation Outside Agency
H20R1264	VIDEO COMMUNICATIONS	160.66	160.66	016919395 4347	7240 Special Ed Transportation / Repair & Upkeep Equip
H20R1265	CM SCHOOL SUPPLY	150.00	150.00	010143838 4311	Sch Site Instr - Talbert / Elective Supplies
H20R1266	TEXTBOOK WAREHOUSE	529.87	529.87	012129078 4110	Lottery Instructional Material / Basic Textbooks
H20R1267	LINGUISYSTEMS INC.	146.73	146.73	015644060 4310	Special Ed. - Plavan S&L / Instructional Supplies
H20R1268	GOPHER SPORTS EQUIPMENT	1,078.65	1,078.65	010013289 4310	Donations - Cox / Instructional Supplies
H20R1269	ARIEL SUPPLY INC.	493.46	493.46	012395098 4325	7395 Sch/Libr Imp Instr-DO / Office Supplies
H20R1270	MOUNTAIN MATH/LANGUAGE	103.63	103.63	011534776 4310	Cotsen Alumni Grant -Courreges / Instructional Supplies
H20R1271	LAKESHORE LEARNING MATERIALS	176.00	176.00	015514760 4310	Special Ed. - Courreges RSP / Instructional Supplies
H20R1272	ORANGE COUNTY DEPARTMENT OF ED	75.00	75.00	010019961 5210	Medi-Cal Billing-Instructional / Travel, Conference, Worksho
H20R1273	INNOVATIVE LEARNING CONCEPTS I	521.64	71.64	010014789 4310	PTA Donations - Courreges / Instructional Supplies
			450.00	015514760 4310	Special Ed. - Courreges RSP / Instructional Supplies
H20R1274	CDWG	579.96	579.96	012395098 4320	7395 Sch/Libr Imp Instr-DO / Computer Supplies
H20R1275	SOUTHWEST SCHOOL AND OFFICE SU	766.80	766.80	012849470 4399	Payroll Fiscal Services / Equipment Under \$500
H20R1276	SUPER DUPER SCHOOL COMPANY	152.07	152.07	015644060 4310	Special Ed. - Plavan S&L / Instructional Supplies
H20R1277	LAKESHORE LEARNING MATERIALS	31.32	31.32	015644060 4310	Special Ed. - Plavan S&L / Instructional Supplies
H20R1278	AMAZON.COM LLC	1,832.80	1,832.80	012739962 4410	Medi-Cal Billing-Nurses / Fixed Assets \$500-\$5000
H20R1280	AMAZON.COM LLC	291.88	291.88	012739962 4399	Medi-Cal Billing-Nurses / Equipment Under \$500
H20R1282	AMAZON.COM LLC	155.80	155.80	012739962 4399	Medi-Cal Billing-Nurses / Equipment Under \$500
H20R1284	CSPCA	657.00	657.00	012819771 5390	Personnel Commission / Dues and Membership Non Taxabl
H20R1287	OCSBA	128.00	128.00	012719166 5210	Board of Trustees / Travel, Conference, Workshop
H20R1289	APPLE COMPUTER ORDER DEPARTMEN	2,071.87	2,071.87	012395098 4320	7395 Sch/Libr Imp Instr-DO / Computer Supplies
H20R1294	SARSON USA INC	201.96	201.96	012539961 4310	Tobacco-Use-OCDE Adminstrative / Instructional Supplies
H20R1295	ACSA XVII	275.00	275.00	012719166 5210	Board of Trustees / Travel, Conference, Workshop
H20R1297	TEXTBOOK WAREHOUSE	325.94	325.94	012129078 4110	Lottery Instructional Material / Basic Textbooks
H20R1300	SOUTHWEST SCHOOL AND OFFICE SU	130.00	130.00	010142989 4310	Donations - Fulton / Instructional Supplies
H20R1301	STAPLES	496.79	496.79	010014747 4320	Sch Site Instr - Courreges / Computer Supplies
H20R1302	APPLE AWARDS	288.80	288.80	016359380 5828	Staff Recognition Program / Staff Recognition
H20R1303	B & W COMMUNICATIONS INC.	615.60	615.60	010014089 4310	Donations - Plavan / Instructional Supplies
H20R1306	ARIEL SUPPLY INC.	157.63	157.63	012658155 4325	Assessment and Accountability / Office Supplies
H20R1307	AMAZON.COM LLC	440.49	440.49	011534776 4310	Cotsen Alumni Grant -Courreges / Instructional Supplies

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT BY FUND BOARD OF TRUSTEES MEETING 05/15/2014

FROM 03/26/2014 TO 05/06/2014

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
H20R1308	SOUTHWEST SCHOOL AND OFFICE SU	63.93	63.93	012719275 4325	Curriculum/Instruction Office / Office Supplies
H20R1309	SHI INTERNATIONAL CORP	749.00	749.00	012109078 5826	Tech/Media Office Operation /
H20R1312	AMAZON.COM LLC	1,424.41	1,424.41	012109078 4410	Tech/Media Office Operation / Fixed Assets \$500-\$5000
H20S8043	EMPIRE CLEANING SUPPLY	3,488.00	2,376.68	011000000 9320	Revenue Limit - State Revenues / STORES
H20S8044	UNITED HEALTH SUPPLIES	696.60	696.60	011000000 9320	Revenue Limit - State Revenues / STORES
H20S8045	WAXIE	683.96	683.96	011000000 9320	Revenue Limit - State Revenues / STORES
H20S8046	UNITED HEALTH SUPPLIES	1,117.53	1,117.53	011000000 9320	Revenue Limit - State Revenues / STORES
Fund 01 Total:		436,272.85	320,534.31		

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT BY FUND BOARD OF TRUSTEES MEETING 05/15/2014

FROM 03/26/2014 TO 05/06/2014

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
H20M4259	OC DESIGN SPECIALIST-BUDGET BL	588.68	588.68	120336098 4325	Extended School Administration / Office Supplies
H20R1117	ECONOMY HANDICRAFTS	540.00	540.00	120016398 4310	ESP-Summer Camp Instructional / Instructional Supplies
H20R1118	ECONOMY HANDICRAFTS	540.00	540.00	120016398 4310	ESP-Summer Camp Instructional / Instructional Supplies
H20R1119	S & S WORLDWIDE	972.00	972.00	120016398 4310	ESP-Summer Camp Instructional / Instructional Supplies
H20R1120	S & S WORLDWIDE	972.00	972.00	120016398 4310	ESP-Summer Camp Instructional / Instructional Supplies
H20R1121	RHODE ISLAND NOVELTY	540.00	540.00	120016398 4310	ESP-Summer Camp Instructional / Instructional Supplies
H20R1123	ORIENTAL TRADING COMPANY	1,944.00	1,944.00	120016398 4310	ESP-Summer Camp Instructional / Instructional Supplies
H20R1124	ORIENTAL TRADING COMPANY	1,944.00	1,944.00	120016398 4310	ESP-Summer Camp Instructional / Instructional Supplies
H20R1125	DISCOUNT SCHOOL SUPPLY	712.80	712.80	120016398 4310	ESP-Summer Camp Instructional / Instructional Supplies
H20R1126	DISCOUNT SCHOOL SUPPLY	712.80	712.80	120016398 4310	ESP-Summer Camp Instructional / Instructional Supplies
H20R1137	TOYS R US	162.00	162.00	120016098 4310	Extended School Instructional / Instructional Supplies
H20R1197	JOHNS INCREDIBLE PIZZA	2,031.67	2,031.67	120016398 5812	ESP-Summer Camp Instructional / Admission Costs
H20R1198	PARTY BOUNCE	388.80	388.80	120016398 5812	ESP-Summer Camp Instructional / Admission Costs
H20R1199	PUMP IT UP	162.00	162.00	120016398 5812	ESP-Summer Camp Instructional / Admission Costs
H20R1202	PUMP IT UP	648.00	648.00	120016398 5812	ESP-Summer Camp Instructional / Admission Costs
H20R1203	ADVENTURE CITY	1,748.25	1,748.25	120016398 5812	ESP-Summer Camp Instructional / Admission Costs
H20R1204	CASTLE PARK	54.00	54.00	120016398 5812	ESP-Summer Camp Instructional / Admission Costs
H20R1206	LAKESHORE LEARNING MATERIALS	162.00	162.00	120016098 4310	Extended School Instructional / Instructional Supplies
H20R1217	RADIO WORKS	68.04	68.04	120336098 5645	Extended School Administration / Outside Srvs-Repairs &
H20R1220	BENTLEY PRINTING & GRAPHICS IN	99.78	99.78	120336098 4325	Extended School Administration / Office Supplies
H20R1221	KO WATER GAMES LLC	431.98	431.98	120016398 4310	ESP-Summer Camp Instructional / Instructional Supplies
H20R1223	DISCOUNT SCHOOL SUPPLY	137.16	137.16	120016098 4310	Extended School Instructional / Instructional Supplies
H20R1231	LAKESHORE LEARNING MATERIALS	216.00	216.00	120016598 4310	Child Dev Newland Presch-Instr / Instructional Supplies
H20R1233	STAPLES	54.00	54.00	120016098 4310	Extended School Instructional / Instructional Supplies
H20R1238	DISCOUNT SCHOOL SUPPLY	113.40	113.40	120016098 4310	Extended School Instructional / Instructional Supplies
H20R1239	DISCOUNT SCHOOL SUPPLY	129.60	129.60	120016098 4310	Extended School Instructional / Instructional Supplies
H20R1247	SAMS CLUB	810.00	810.00	120016398 4310	ESP-Summer Camp Instructional / Instructional Supplies
H20R1248	SAMS CLUB	540.00	540.00	120016398 4310	ESP-Summer Camp Instructional / Instructional Supplies
H20R1249	TARGET STORES	300.00	300.00	120016398 4310	ESP-Summer Camp Instructional / Instructional Supplies
H20R1250	TOYS R US	540.00	540.00	120016398 4310	ESP-Summer Camp Instructional / Instructional Supplies
H20R1251	TARGET STORES	300.00	300.00	120016398 4310	ESP-Summer Camp Instructional / Instructional Supplies
H20R1252	TOYS R US	540.00	540.00	120016398 4310	ESP-Summer Camp Instructional / Instructional Supplies
H20R1259	TARGET STORES	162.00	162.00	120016098 4310	Extended School Instructional / Instructional Supplies
H20R1261	S & S WORLDWIDE	135.00	135.00	120016098 4310	Extended School Instructional / Instructional Supplies

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 05/15/2014

FROM 03/26/2014 TO 05/06/2014

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
H20R1262	CONSTRUCTIVE PLAYTHINGS	162.00	162.00	120016098 4310	Extended School Instructional / Instructional Supplies
H20R1283	STAPLES	43.20	43.20	120016098 4310	Extended School Instructional / Instructional Supplies
H20R1285	SOUTHWEST SCHOOL AND OFFICE SU	1,296.00	1,296.00	120016398 4310	ESP-Summer Camp Instructional / Instructional Supplies
H20R1288	TOYS R US	297.00	297.00	120016998 4310	Child Dev Plavan Presch-Instr / Instructional Supplies
H20R1290	LAKESHORE LEARNING MATERIALS	216.00	216.00	120016098 4310	Extended School Instructional / Instructional Supplies
H20R1291	STAPLES	108.00	108.00	120016098 4310	Extended School Instructional / Instructional Supplies
H20R1292	ARIEL SUPPLY INC.	1,350.00	1,350.00	120336098 4325	Extended School Administration / Office Supplies
H20R1293	TARGET STORES	108.00	108.00	120016098 4310	Extended School Instructional / Instructional Supplies
H20R1298	TARGET STORES	324.00	324.00	120016098 4310	Extended School Instructional / Instructional Supplies
H20R1299	TOYS R US	324.00	324.00	120016098 4310	Extended School Instructional / Instructional Supplies
H20R1304	TOYS R US	216.00	216.00	120016098 4310	Extended School Instructional / Instructional Supplies
H20R1310	RINCON, KIMBERLY	54.00	54.00	120016198 1255	State Preschool Instructional / Stipend - Psych,Nurse,Counse
H20R1311	LAKESHORE LEARNING MATERIALS	216.00	216.00	120016498 4310	Child Dev Oka Preschool-Instr / Instructional Supplies
Fund 12 Total:		24,114.16	24,114.16		

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 05/15/2014

FROM 03/26/2014 TO 05/06/2014

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
H20M4277	GRAINGER INC.	65.00	65.00	133207380 4790	Cafeteria Fund / Food Services Supplies
H20R1156	CHEFS' TOYS	3,861.12	3,861.12	133207380 4440	Cafeteria Fund / RPLC Equip \$500-\$5000
H20R1157	CHEFS' TOYS	593.25	593.25	133207380 4410	Cafeteria Fund / Fixed Assets \$500-\$5000
H20R1160	CALIFORNIA DEPARTMENT OF EDUCA	278.20	278.20	133207380 4710	Cafeteria Fund / Food
H20R1213	SOUTHWEST SCHOOL AND OFFICE SU	626.39	626.39	133207380 4410	Cafeteria Fund / Fixed Assets \$500-\$5000
H20R1305	HEARTLAND PAYMENT SYSTEMS INC.	3,790.00	3,790.00	133207380 5390	Cafeteria Fund / Dues and Membership Non Taxabl
Fund 13 Total:		9,213.96	9,213.96		

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 05/15/2014

FROM 03/26/2014 TO 05/06/2014

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
H20M4168	HMC ARCHITECTS	3,000.00	1,920.00	404839380 6220	Energy Efficient Project / Architectural & Engineer.Fees
H20M4245	DIVISION OF THE STATE ARCHITEC	5,000.00	5,000.00	404839380 6220	Energy Efficient Project / Architectural & Engineer.Fees
	Fund 40 Total:	8,000.00	6,920.00		

FOUNTAIN VALLEY SD

**PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 05/15/2014**

FROM 03/26/2014 TO 05/06/2014

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
Total Account Amount:			360,782.43		

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND

BOARD OF TRUSTEES

05/15/2014

FROM 03/26/2014 TO 05/06/2014

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>CHANGE AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
H20M4026	MCMaster CARR SUPPLY CO	6,500.00	+1,500.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
H20M4027	GRAINGER INC.	12,500.00	+2,000.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
H20M4029	SMARDEN SUPPLY COMPANY	14,500.00	+2,500.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
H20M4087	AGROMIN OC LLC	2,400.00	+1,400.00	012899390 4343	Gardening / Gardening Supplies
H20M4238	TURF STAR INC.	87,453.10	-4.48	012899390 6420	Gardening / Equipment-Machinery, Vehicles
H20M4240	WINNER CHEVROLET INC.	25,393.64	+225.00	012899390 6420	Gardening / Equipment-Machinery, Vehicles
H20M4264	TROXELL COMMUNICATIONS INC.	2,811.84	+2,811.84	014869390 4440	STAR Building DO-Routine Maint / RPLC Equip
			-2,700.00	014869390 5899	STAR Building DO-Routine Maint / Other Operating
H20R0034	STAPLES	2,500.00	-1,000.00	012719470 4325	Personnel Department / Office Supplies
H20R0038	ARIEL SUPPLY INC.	3,500.00	+1,000.00	012719470 4325	Personnel Department / Office Supplies
H20R0333	SOUTHWEST SCHOOL AND OFFICE SU	3,800.00	+800.00	010142929 4310	Sch Site Instr - Fulton / Instructional Supplies
H20R0336	RALPHS GROCERY COMPANY	1,300.00	+300.00	010142929 4311	Sch Site Instr - Fulton / Elective Supplies
H20R0435	SOUTHWEST SCHOOL AND OFFICE SU	1,000.00	+500.00	010014789 4310	PTA Donations - Courreges / Instructional Supplies
H20R0569	CHIDESTER, MARGARET A.	4,000.00	+1,000.00	012159470 5830	Personnel - Legal Services / Legal Fees
H20R0640	PITNEY BOWES INC.	7,068.00	+500.00	012719385 4325	Purchasing / Office Supplies
H20R0682	ORANGE COUNTY DEPARTMENT OF	250.00	+125.00	010019961 5210	Medi-Cal Billing-Instructional / Travel, Conference,
H20R0859	WOODCRAFT	1,620.00	+540.00	010142929 4311	Sch Site Instr - Fulton / Elective Supplies
H20R0931	A1GM	500.00	+200.00	010014747 4310	Sch Site Instr - Courreges / Instructional Supplies
H20R1007	CDWG	11,889.16	-180.92	011219078 4410	Common Core St Standards-Tech / Fixed Assets \$500-\$5000
H20R1010	SOUTHWEST SCHOOL AND OFFICE SU	150.00	+50.00	012849380 4325	Fiscal Services / Office Supplies
H20S8033	EMPIRE CLEANING SUPPLY	12,593.59	+115.54	011000000 9320	Revenue Limit - State Revenues / STORES
H20S8043	EMPIRE CLEANING SUPPLY	3,488.00	+2,376.68	011000000 9320	Revenue Limit - State Revenues / STORES
Fund 01 Total:			+14,058.66		

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND

BOARD OF TRUSTEES 05/15/2014

FROM 03/26/2014 TO 05/06/2014

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>CHANGE AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
Total Account Amount:			+14,058.66		

FOUNTAIN VALLEY SD

Reference #:

Adjustment of Funds

2014 50

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

Fund: 0101 GENERAL FUND

Object	Description	FROM	TO
1100	TEACHERS' SALARIES	100.00	212,589.00
2100	INSTRUCTIONAL AIDES' SALARIES	17,316.00	
3101	STRS-CERTIFICATED POSITIONS	8.00	138.00
3202	PERS-CLASSIFIED	1,981.00	
3313	MEDICARE-CERTIFICATED	1.00	24.00
3314	MEDICARE-CLASSIFIED	251.00	
3353	ARP-CERTIFICATED		26.00
3354	ALTERNATIVE RETIRE-CLASSIFIED		27.00
3355	OASDI-CERTIFICATED		3.00
3356	OASDI-CLASSIFIED	1,127.00	
3402	HEALTH & WELFARE-CLASSIFIED		500.00
3501	SUI-CERTIFICATED	1.00	3.00
3502	SUI-CLASSIFIED	9.00	
3601	WORKERS'COMP-CERTIFICATED	2.00	37.00
3602	WORKERS'COMP-CLASSIFIED	368.00	
4200	BOOKS OTHER THAN TEXTBOOKS		85.00
4300	MATERIALS & SUPPLIES	2,000.00	21,950.00
5600	RENTAL,LEASE,REPAIR & NON CAP		2,656.00
5800	PROF/CONS SERV & OPER EXPENSE		19,772.00
8000	REVENUE LIMIT SOURCES	785,951.00	995,850.00
8100	FEDERAL INCOME	26,535.00	
8200	FEDERAL INCOME		100,000.00
8500	STATE INCOME		6,485.00
8600	LOCAL INCOME	2,112.00	40,874.00
8700	OTHER REVENUES	80,572.00	
9740	RESTRICTED BALANCE		100,000.00
9790	UNASSIGNED/UNAPPROPRIATED	872,558.00	785,951.00
Subfund Total:		1,790,892.00	2,286,970.00

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, May 15, 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 51

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

Fund: 1212 CHILD DEVELOPMENT

Object	Description	FROM	TO
5800	PROF/CONS SERV & OPER EXPENSE		1,355.00
8500	STATE INCOME		1,355.00
Subfund Total:		0.00	2,710.00

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, May 15, 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 52

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

Fund: 4040 SPECIAL RESERVE/C.O.P.
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Object	Description	FROM	TO
6200	BUILDING AND IMPROVE OF BLDGS		1,500.00
9780	OTHER ASSIGNMENTS	1,500.00	
Subfund Total:		1,500.00	1,500.00

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, May 15, 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 53

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

Fund: 6768 INSURANCE-WCI

Object	Description	FROM	TO
8600	LOCAL INCOME		28,697.00
9790	UNASSIGNED/UNAPPROPRIATED		28,697.00
Subfund Total:		0.00	57,394.00

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, May 15, 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 45

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

Fund: 0101 GENERAL FUND

Object	Description	FROM	TO
1100	TEACHERS' SALARIES	4,147.00	72,908.00
2100	INSTRUCTIONAL AIDES' SALARIES	26,654.00	27,709.00
2200	CLASSIFIED SUPPORT		98.00
2400	CLERICAL & OFFICE SALARIES	2,880.00	148.00
2900	OTHER CLASSIFIED SALARIES	10,859.00	359.00
3101	STRS-CERTIFICATED POSITIONS	84.00	4,286.00
3102	STRS-CLASSIFIED		796.00
3201	PERS-CERTIFICATED		137.00
3202	PERS-CLASSIFIED	3,080.00	2,536.00
3313	MEDICARE-CERTIFICATED		975.00
3314	MEDICARE-CLASSIFIED	572.00	1,518.00
3353	ARP-CERTIFICATED		63.00
3354	ALTERNATIVE RETIRE-CLASSIFIED	311.00	77.00
3355	OASDI-CERTIFICATED		64.00
3356	OASDI-CLASSIFIED	3,086.00	1,384.00
3401	HEALTH & WELFARE-CERTIFICATED	1,873.00	6,200.00
3402	HEALTH & WELFARE-CLASSIFIED	8,716.00	14,168.00
3501	SUI-CERTIFICATED		50.00
3502	SUI-CLASSIFIED	20.00	43.00
3601	WORKERS'COMP-CERTIFICATED		1,444.00
3602	WORKERS'COMP-CLASSIFIED	817.00	623.00
3702	RETIREE BENEFITS-CLASSIFIED	70.00	
3902	OTHER BENEFITS-CLASSIFIED		70.00
3953	Long Term Disability-Cert		84.00
4300	MATERIALS & SUPPLIES	48,047.00	141,850.00
4400	NONCAPITALIZATION EQUIPMENT	116,126.00	12,372.00
5200	TRAVEL & CONFERENCES	3,144.00	2,210.00
5300	DUES AND MEMBERSHIPS	900.00	
5600	RENTAL,LEASE,REPAIR & NON CAP	4,625.00	
5800	PROF/CONS SERV & OPER EXPENSE	90,117.00	36,019.00
9740	RESTRICTED BALANCE	9,772.00	25,646.00
9790	UNASSIGNED/UNAPPROPRIATED	20,248.00	2,311.00

FOUNTAIN VALLEY SD

Reference #:

Transfer of Funds

2014 45

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

Fund: 0101 GENERAL FUND

Object	Description	FROM	TO
	Subfund Total:	356,148.00	356,148.00

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, May 15, 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 46

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

Fund: 1212 CHILD DEVELOPMENT

Object	Description	FROM	TO
2100	INSTRUCTIONAL AIDES' SALARIES	6,907.00	
2400	CLERICAL & OFFICE SALARIES	31,734.00	
3402	HEALTH & WELFARE-CLASSIFIED	2,348.00	666.00
4300	MATERIALS & SUPPLIES	2,221.00	555.00
4700	FOOD		1,000.00
9740	RESTRICTED BALANCE		40,989.00
Subfund Total:		43,210.00	43,210.00

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, May 15, 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 47

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

Fund: 1313 CAFETERIA FUND

Object	Description	FROM	TO
3402	HEALTH & WELFARE-CLASSIFIED		667.00
4400	NONCAPITALIZATION EQUIPMENT		4,620.00
9740	RESTRICTED BALANCE	5,287.00	
Subfund Total:		5,287.00	5,287.00

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, May 15, 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 48

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

Fund: 2525 CAPITAL FACILITIES

Object	Description	FROM	TO
6100	SITES AND IMPROVEMENT OF SITES		33,400.00
6200	BUILDING AND IMPROVE OF BLDGS		19,739.00
9780	OTHER ASSIGNMENTS	53,139.00	
Subfund Total:		53,139.00	53,139.00

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, May 15, 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 49

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

Fund: 4040 SPECIAL RESERVE/C.O.P.
--

Object	Description	FROM	TO
5800	PROF/CONS SERV & OPER EXPENSE		12,450.00
6200	BUILDING AND IMPROVE OF BLDGS		23,927.00
9780	OTHER ASSIGNMENTS	36,377.00	
Subfund Total:		36,377.00	36,377.00

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, May 15, 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

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

Board Meeting of
May 15, 2014

Memorandum

TO: Anne Silavs, Assistant Superintendent, Instruction

FROM: Julianne Hoefler, Director, Assessment and Accountability

DATE: May 6, 2014

SUBJECT: Fountain Valley School District *Master Plan for English Learners*

Background

Federal and state regulations require the District to maintain a current *Master Plan for English Learners*. The purpose of the Master Plan is to provide the framework for the English learner program so that all English learners have the opportunity to reclassify from English learner to Fluent English Proficient within five years of enrollment in Fountain Valley School District schools.

Recommendation:

It is recommended that the Board of Trustees approve the *Master Plan for English Learners*.



Fountain Valley
School District

Master Plan for English Learners



Tentative Board Approval: May 15, 2014

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Fountain Valley
School District

Master Plan for English Learners



Introduction

INTRODUCTION

Fountain Valley School District (FVSD) serves approximately 6,200 kindergarten through eighth grade students. The seven elementary schools and three middle schools are located in the cities of Fountain Valley and Huntington Beach. English learners (ELs) account for approximately 10% of the student population. Within the EL population there are more than 35 different languages spoken. The majority of ELs speak Vietnamese, followed by Spanish and Arabic.

FVSD believes that effective, high quality EL services:

- Develop English language proficiency within five years.
- Provide equal access to all aspects of the core curriculum.
- Enable ELs to succeed academically and socially.
- Include daily instruction in English Language Development (ELD) and support during content area instruction through Specially Designed Academic Instruction in English (SDAIE) strategies
- Value multilingual abilities and, whenever possible, encourage students to develop proficiency in more than one language.
- Acknowledge and appreciate the diversity of all languages and cultures.
- Welcomes and encourages parental involvement.

The FVSD Master Plan for ELs is tied to and based on:

- Federal law
- State laws and regulations
- District plans and policies
- Research-informed, proven instructional practices

Legal Basis of the Master Plan

Federal Law

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

Office of Civil Rights May 25th Memorandum 1970

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

Lau v. Nichols

The United States Supreme Court held in Lau v. Nichols (1974) that San Francisco’s failure to provide supplemental English language instruction to 1800 students of Chinese ancestry violated Title VI of the Civil Rights Act, 42 U.S.C. section 2000d.

The court stated that those students were thus denied a meaningful opportunity to participate in the public educational program.

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

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

Major Federal Cases Interpreting Section 1703 (f) Castaneda v. Pickard-1981

Districts have the dual obligation to:

1. Teach English and
 2. Provide access to academic content instruction.
- Castaneda v. Pickard also mandated the development of a three-prong test to evaluate the

effectiveness of a district program. The three prongs are:

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

California State Law

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

English shall be the basic language of instruction in all schools. The governing board of any school district, or community college district, and any private school may determine when and under what circumstances instruction may be given bilingually. It is the policy of the state to ensure mastery of English by all pupils in the schools; provided that bilingual instruction may be offered in those situations when such instruction is educationally advantageous to the pupils. Bilingual instruction is authorized to the extent that it does not interfere with the systematic, sequential and regular instruction of all pupils in the English language.

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

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

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

Program Design

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

To ensure that ELs succeed academically

- Develop students' English fluency in speaking, listening, reading and writing.
- Provide continuous and summative evaluation of the EL program and make revisions as necessary including EL guidelines for report card evaluation, promotion, and retention.
- Ensure that all ELs are provided instruction following District and State adopted English language arts, English Language Development (ELD), mathematics, social studies, and science standards.

To provide a quality EL program for all students

- Ensure equal access to the core curriculum to encourage academic success through Structured English Immersion (SEI), English Language Mainstream (ELM), or Alternative Bilingual programs.

To provide students acquiring English equal access to the core curriculum

- Group students within classrooms to provide appropriate differentiated instruction.
- Provide primary language support when feasible.
- Provide students with an effective program as they transition into English academic instruction.
- Provide instruction based upon District and State adopted standards.
- Provide appropriate materials to deliver instruction.

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

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

To ensure that ELs receive educational services from properly qualified and credentialed staff.

- Employ Highly Qualified certificated and classified staff.
- Provide ongoing staff development options for certificated and classified staff.

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

- Establish clear communication channels between the District, home, and community.
- Provide parents with oral interpretation and written translation to ensure equal access to information according to State guidelines.
- Provide bilingual parents opportunities to become involved on school committees such as School Site Council (SSC), Parent Teacher Association/Organization (PTA/PTO), English Language Advisory Committee (ELAC), and District English Language Advisory Committee (DELAC).



Fountain Valley
School District

Master Plan for English Learners



**Identification, Assessment,
Parent Notification, and
Program Placement**

IDENTIFICATION, ASSESSMENT, PARENT NOTIFICATION, AND PROGRAM PLACEMENT

Identification

Home Language Survey (HLS)

At the time of enrollment, California public schools are required to determine the language(s) spoken in each student's home. In order to gather this information, all parents/legal guardians are required to complete, sign, and date a Home Language Survey (HLS) for each of their school-aged children during the initial enrollment process. The HLS remains on file in the student's cumulative folder. The information provided assists schools in providing appropriate instruction for all students.

Home Language Survey Questions

1. What language/dialect does your child most frequently use at home?
2. Which language/dialect did your child learn when he or she first began to talk?
3. What language/dialect do you (parents or guardians) use most frequently to speak to your child?
4. What language is most often spoken by adults (parents, guardians, or any other adult) in the home?

All students whose HLS indicates a language other than English on questions 1, 2, or 3 must be assessed to determine English language proficiency within 30 calendar days of initial enrollment. (The 4th question provides information for schools to consider if a child shows evidence of English language deficits once enrolled. It does not mandate assessment.)

Assessment

California English Language Development Test (CELDT)

Students whose HLS indicates exposure to a language other than English must be assessed with the California English Language Development Test (CELDT). The CELDT is a criterion-referenced test that evaluates students' English language proficiency in listening, speaking, reading and writing. Results are provided for each section of the CELDT, as well as an overall score. The scores determine whether a student is identified as Initially Fluent English Proficient (IFEP) or as an English learner (EL).

The CELDT is administered annually to all ELs who are enrolled during the State's annual assessment testing window. Parents are notified of the CELDT scores within 30 days of receipt of the test results from the state contractor. Annual results are used to measure students' progress in listening, speaking, reading, and writing in English.

Provisions for Special Education Students

If an individual Education Plan (IEP) team determines a student is unable to take part or all of the CELDT, the student is given an alternative assessment in accordance with the California Department of Education regulations. The use of an alternative assessment is documented in the IEP.

Primary Language Proficiency Assessment

ELs are assessed for primary language proficiency in listening, speaking, reading, and writing within 90 calendar days of initial enrollment. Whenever possible a fluent speaker of the student's primary language, who is trained in test administration and evaluation, conducts the assessment. When a fluent speaker is not available in the student's language, the parent participates in a structured interview to determine fluency.

Notification

Notification of Initial Assessment, Results, and Student Placement

Students new to FVSD who require initial testing generally are assessed by the testing team at the District office. Immediately after the CELDT is complete the test administrator scores it. A parent conference is held in order to share CELDT results, program options, and to recommend program placement. The waiver process for the Bilingual Alternative Program is also explained. At this conference, parents have the option to sign the Initial CELDT notification letter or return it at a later date. In addition, a copy of the letter and initial testing results are provided to the child’s teacher(s). A copy of the HLS, original Initial Language Assessment, and Parent Notification forms are placed in the student’s cumulative record file.

Language proficiency, program placement, and services are entered for each student in the District database by the District Community Liaison.

Program Placement

Placement of Students

FVSD provides three program options for ELs based on their overall CELDT level. They are Structured English Immersion (SEI), English Mainstream Program (EMP), or Bilingual Alternative Program. On rare occasions, students whose educational goals are guided by an IEP may participate in an Other Instructional Setting. Parents consent to program placement. If a parent elects to have the student placed in a different program than recommended, the district honors the request.

Students who score at the Beginning or Early Intermediate levels generally demonstrate less than reasonable fluency in English and participate in the **Structured English Immersion (SEI)** program. The majority of instruction is provided in English. Primary language support is provided as needed and as resources permit. Daily English Language

Development (ELD) is required. Content instruction is taught using Specially Designed Academic Instruction in English (SDAIE) strategies. SEI is typically in place for one to two school years.

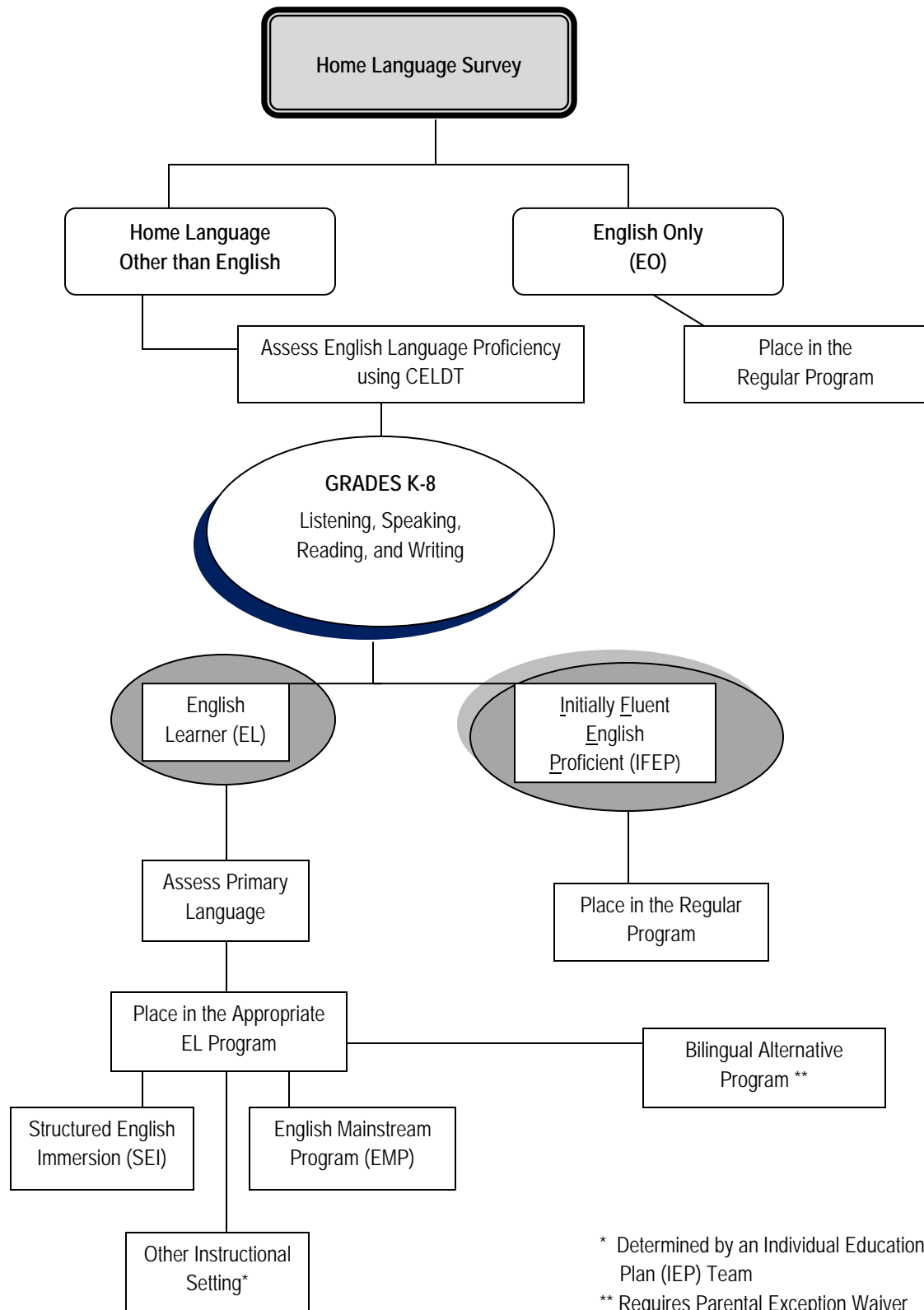
Students who score at the Intermediate, Early Advanced, and Advanced levels generally demonstrate reasonable fluency and participate in the **English Mainstream Program (EMP)**. This model provides instruction only in English with additional support as needed. Daily ELD is required. Content instruction is taught using SDAIE strategies. EMP is typically in place until ELs are reclassified as Fluent English Proficient (FEP).

The majority of students in FVSD participate in one of the two programs previous outlined. However, there is also a **Bilingual Alternative Program** in which much or all of the instruction, textbooks, and teaching materials are in the child’s native language. For this to be provided, parents of 20 or more students in the same grade level at the same school must request the program. California State law gives parents the option to place their child in a Bilingual Alternative Program if a Parental Exception Waiver is completed each school year and the child meets one of the following criteria:
 (1) knows English and academically performs at the 5th grade level,
 (2) is 10 years of age or older,
 (3) is a student under 10 years of age and participated in the SEI or EMP for 30 calendar days.

CELDT Proficiency Level		Program Placement
Beginning	Less Than Reasonable Fluency	Structured English Immersion (SEI)
Early Intermediate		
Intermediate	Reasonable Fluency	English Mainstream Program (EMP)
Early Advanced Advanced		
All Levels		Other Instructional Setting (per IEP)
All Levels		Bilingual Alternative Program *

* Parental Exception Waiver required

Initial Identification and Placement in the EL Program



* Determined by an Individual Education Plan (IEP) Team

** Requires Parental Exception Waiver

Master Plan for English Learners



Parental Exception Waivers

PARENTAL EXCEPTION WAIVERS

Parents and guardians are provided, on enrollment and annually, full written and, upon request, spoken descriptions of the Structure English Immersion (SEI), English Mainstream Program (EMP), Bilingual Alternative Program and Other Instructional Setting, all educational opportunities available to the pupil, and the educational materials used in each program.

Procedures for Parent Notification Regarding Parental Exception Waivers

Two Annual Notifications

FVSD has an established a procedure for granting Parental Exception Waivers for children who are already enrolled in District schools in SEI or EMP. In order to notify all parents/guardians of the District's placement options for ELs and the opportunity to apply for a Parental Exception Waiver, each parent/guardian of an EL is informed of the program options two times per year through the District's Parental Notification process.

At the beginning of each school year, the parent/guardian receives the *NCLB Annual Placement Notification (APN)* within 30 days of the first day of school. The *APN* advises the parent/guardian of the child's placement into either SEI or EMP and the opportunity for the parent/guardian to apply for a Parental Exception Waiver.

Each spring, the parent/guardian is provided the child's official annual CELDT scores and reminded of the three placement options through the *Annual CELDT Notification*. Parents/guardians may request an initial or continuing Parental Exception Waiver at this time.

Initial Enrollment

The Parental Exception Waiver process is explained during the CELDT conference when parents are provided initial English fluency results, program options, and recommended program placement. At that time, parents have the opportunity to complete the waiver.

Parents are notified that:

- a. When 20 students or more at a given grade level of the same language receive an approved waiver, the school shall be required to offer a Bilingual Alternative program; otherwise, students must be allowed to transfer to a school where such a program is available. The parent will be guided through the intra-district transfer process if necessary.
- b. Every EL under 10 years of age must be initially placed in a classroom taught overwhelmingly in English for a minimum of 30 calendar days.
- c. Any parent who applies for a waiver can request that the State Board of Education review the District's guidelines or procedures.
- d. The waiver requires the principal's approval.
- e. Each application for a waiver is considered on its individual merits. Approval of Parental Exception Waivers occurs unless the school principal and educational staff determines that evidence exists that the alternative programs would not be better suited for the overall educational development of the student. An explanation, in writing, will be provided to the parent of the reason(s) for the denial of a waiver request and of the District's appeal procedures. If the parent wishes to appeal the denial, s/he uses the grievance process detailed in board policy, which provides a formal channel of communication regarding unresolved complaints in operations, programs, or with individuals. After the parent completes the appeal form, the Superintendent appoints a Review Committee to study the case and prepare a recommendation. The Superintendent then upholds or overturns the Review Committee's recommendation. The parents may then appeal directly to the Board of Trustees. A written summary is provided to all parties.
- f. Parents and guardians are informed of any recommendation by the school principal and

the educational staff for an alternative program and are given notice of their right to refuse the recommendation.

- g. Parental exception waivers are acted on within 20 instructional days of submission to the school principal. However, waivers submitted under Education Code Section 311 (c) must be acted on either no later than 10 calendar days after the expiration of the 30 day English-language classroom placement or within 20 instructional days of submission of the waiver, whichever is later.

Granting a Parental Exception Waiver

Section 311 of CA Ed. Code describes the three circumstances in which a Parental Exception Waiver may be granted:

Children who already know English:

The child already possesses sufficient English language skills as measured by norm-referenced tests of vocabulary, comprehension, reading, and writing, in which the child scores at or above the state average for his/her grade level or at or above the 5th grade average, whichever is lower; or

Older children:

The child is age 10 years or older, and it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child's rapid acquisition of basic English language skills; or

Children with special needs (children less than 10 years old):

The child already has been placed for a minimum of 30 calendar days in an English language classroom. It is subsequently the informed belief of the school principal and educational staff that the child has such special physical, emotional, psychological, or educational needs that an alternate course of educational study would be better suited to the child's overall educational development. The parents shall be fully informed of their right to refuse the recommendation made by school staff.

Denial of Waiver

If a waiver is denied, parents/guardians are informed in writing by the principal and other education staff of the reason for denial and advised that they may appeal to the local Board of Trustees.

Granting Alternative Classes

Each school in which 20 or more pupils at a given grade level has been granted a waiver provides a Bilingual Alternative program. If fewer than 20 waivers are granted, the District places the students on a wait list, provides such a program, or allows the pupils to transfer to a district school in which such a program is offered.



Fountain Valley
School District

Master Plan for English Learners



Program Descriptions

PROGRAM DESCRIPTIONS

Commitment to Purposeful Placements

FVSD uses a number of program models to serve ELs. Parental involvement in decisions regarding the education of their children is required and critical to academic success. All descriptions of programs are disseminated in a language comprehensible to the parent (written translation or oral interpretation) when feasible to ensure that parents can be active partners in placement decisions.

Because students enter with varying levels of English language proficiency, it is imperative that each EL be placed in the instructional program that is the best fit for his/her needs. FVSD is committed to placing the *right* student in the *right* program with the *right* instructional strategies and materials at the *right* time. Staff explains the instructional options, reports student progress, recommends interventions if needed, and devises a plan to maximize success for each EL.

As English proficiency increase, ELs progress until all instruction is delivered exclusively in English. In all programs, the principal goal is always the acquisition of English. Thus, every EL program in FVSD includes the provision for a minimum of 30 minutes of English Language Development (ELD) each day.

Choices of Instructional Programs

Upon initial enrollment, District staff make recommendations for EL program placement based on the CELDT and primary language assessment results. The program placement settings through which students progress are:

Structured English Immersion (SEI)

Students who score at the Beginning or Early Intermediate levels generally demonstrate less than reasonable fluency in English and participate in the SEI program. The majority of instruction is provided in English. Primary language support is provided as needed and as resources permit. Daily ELD is required. Content instruction is taught using

Specially Designed Academic Instruction in English (SDAIE) strategies. SEI is typically in place for one to two school years.

English Mainstream Program (EMP)

Students who score at the Intermediate, Early Advanced, and Advanced levels generally demonstrate reasonable fluency and participate in the EMP. This model provides instruction only in English with additional support as needed. Daily ELD is required. Content instruction is taught using SDAIE strategies. EMP is typically in place until ELs are reclassified as Fluent English Proficient (FEP).

Bilingual Alternative Program

The Bilingual Alternative Program is designed for ELs entering FVSD or continuing students whose parents wish to waive into it. In this program, when a waiver is granted and acted upon, all students receive daily ELD instruction. Language Arts and content areas instruction (math, science, and history/social studies) are provided in the primary language. As students develop proficiency in English, an increasing amount of instruction is provided in English.

Structured English Immersion (SEI)

Definition of SEI

The SEI program, for students with “less than reasonable fluency,” is described in CA Ed. Code Sections 300-340 as an English language acquisition process for young children in which nearly all classroom instruction is in English, but the curriculum and presentation are specifically designed for children who are learning the language. Students are taught subjects “overwhelmingly,” but not exclusively, in English. Teachers and bilingual tutors may use the student’s primary language in content instruction to motivate, clarify, direct, support, and explain. The goal of SEI is for ELs to develop a reasonable level of proficiency in English and move into EMP.

Program Requirements

- Parents must be informed of the placement of their children in SEI and be notified of the

opportunity to apply for a Parental Exception Waiver for an alternative program or may make a request to move to EMP.

- K-5 students receive at least 30 minutes of daily ELD instruction based on the District-adopted State standards program. Instruction must include listening, speaking, reading, and writing. Core instruction in all subjects is taught overwhelmingly in English using SDAIE strategies. Primary language support is provided as needed and when feasible.
- 6-8 students district wide attend the EL program at Masuda. Students receive at least 30 minutes of daily ELD instruction based on the District-adopted State standards program. Content instruction is taught primarily in English using SDAIE strategies. However, primary language support is provided as needed and when feasible within the EL program class and core classes.

Materials

State-adopted, standards-based materials are used. Materials include print, audio, visual, graphic, and electronic online resources. Teachers use core and supplemental materials based on student needs.

English Mainstream Program (EMP)

ELs who have attained reasonable fluency (typically Intermediate, Early Advanced and Advanced) and who are not participating in an alternative program participate in EMP. On occasion, EMP placement also includes students with less than reasonable fluency (SEI) due to parent requests. The term "Mainstream" refers to the fact that these students have an instructional program that is primarily in English, focused on reading and writing skills.

Program Requirements

- ELs receive ELD from the classroom teacher (K-5) or are assigned to a section of ELD or "SDAIE English" (6-8) until they have acquired proficiency in English. EMP teachers are responsible for providing ELD.
- Students access core subjects from teachers using SDAIE strategies so that content knowledge is comprehensible. The program is

designed to continue the development of English, while providing content instruction in English. Teachers prepare ELs for reclassification, and recoup academic deficits that may have occurred in the core curriculum as the students developed English skills.

- Students are closely monitored on their progress towards meeting reclassification criteria.

Materials

State-adopted, standards-based materials are used. Materials include print, audio, visual, graphic, and electronic resources. Teachers use core and supplemental materials based on student needs.

Bilingual Alternative Program

During the Initial Assessment conference, parents are advised of their rights to select an alternative program for their child. When the parent requests and is granted a Parental Exception Waiver, district and site administrators examine the number of waivers requested at that grade, site, and district wide. If at least 20 students in the same grade level at the same site make the request, the District offers a Bilingual Alternative program. This program is an alternative to SEI or EMP in accordance with CA Ed. Code Sections 300-340. This transitional program is a simultaneous approach in which students participate in intensive ELD while continuing their mastery of content subject matter in their primary language.

This program provides primary language instruction in the core subjects: language arts (reading, writing, listening, and speaking), social studies, mathematics, and science. Students also receive a minimum of 30 minutes a day of ELD. Art, music, and physical education are taught in English. To the extent possible, ELs in the Bilingual Alternative program participate with FEP/English Only students during art, music, and physical education. This provides opportunities for ELs to interact with native speakers of English and to have access to native English-speaking models in a structured classroom context.

Materials

State-adopted, standards-based materials are used. Materials include print, audio, visual, graphic, and

electronic online resources. Teachers use core and supplemental materials based on student needs.

Master Plan for English Learners



Reclassification

RECLASSIFICATION

FVSD has adopted a reclassification process that enable students initially identified as ELs to exit specialized program services and participate without further language assistance as Fluent English Proficient (FEP) students. ELs are reclassified as Reclassified Fluent English Proficient (RFEP) when they have acquired English language skills commensurate with students of the same age or grade whose primary language is English. The participation of teachers, support staff, school administrators, and parents is required in the reclassification process. The reclassification criteria include multiple measures to ensure both proficiency in English language and participation equal to that of average native speakers in the school's regular instructional program. Reclassification criteria are aligned to and/or exceed State legal requirements and validate each student's readiness to exit from specialized EL programs by demonstrating achievement and mastery of grade-appropriate standards in the following areas:

1. English language proficiency, including listening, speaking, reading, and writing; and
2. Academic achievement in reading and writing.

Steps to Reclassification

District and school personnel follow specific steps to ensure that objective data about language proficiency and academic performance are considered in making reclassification decisions for all ELs.

1. Student identification for reclassification (and resulting changes in placement) occurs after receipt of CELDT scores from the State contractor.
2. CELDT scores, combined with other measures, are used by District staff to determine eligible students.
3. Classroom teachers review the data and make recommendations for reclassification.
4. Classroom teachers complete the appropriate paperwork and return it to the District office.

5. District staff schedule individual appointments with parents to discuss the recommendation and secure parent consent.
6. District staff files reclassification paperwork in the EL folder in the each students' cumulative record folder. Included on the reclassification paperwork are the language and academic performance assessments, a record of the persons involved in the reclassification process, and the ultimate decision regarding reclassification.
7. After a student is reclassified, District staff changes the student's status from EL to RFEP in the Student Information System and enters the date of the reclassification based on parent consent.
8. Every RFEP student is monitored for a minimum of two years to ensure correct placement, the continuation of grade level performance, and when necessary timely academic support or intervention.

Reclassified Fluent English Proficient (RFEP) Monitoring

Each year, the regular classroom teacher reports on the achievement of RFEP students. If the student is achieving at or above grade level, the parent is notified and no Intervention Plan is crafted. If the student is not achieving at or above grade level, a parent teacher conference is schedule and an Intervention Plan is developed.

Alternative Reclassification Process

Occasionally, an EL who has been in a specialized language support program for five or more years is unable to meet the reclassification criteria in one or more areas. After documenting multiple interventions, it is acceptable for the site's Student Support Team to meet and discuss the student's unique learning needs.

If the team, after careful consideration, determines that factors other than language are impacting the

student's ability to meet reclassification criteria, the team may proceed with the reclassification process. The Alternate Reclassification takes place within certain limits. In the case of a Special Education

student with an Individualized Education Plan, the IEP team member would be present at the Alternate Reclassification conference.



Fountain Valley
School District

Master Plan for English Learners



**Evaluation &
Accountability**

EVALUATION AND ACCOUNTABILITY

Program Effectiveness Evaluation

The Office of Assessment and Accountability produces an *Annual Evaluation Report of Program Effectiveness* for ELs summarizing progress from the previous year. This report analyzes the extent to which students demonstrate growth in their English skills, academic content knowledge, and are reclassified from EL to RFEP within five years. In addition, Title III Annual Measurable Achievement Objectives (AMAOs) are reported on. The key findings are presented and input is sought from the District English Learner Advisory Committee (DELAC), EL site coordinators, and site administrators before it is presented to the District Board of Trustees. Results and recommendations in the report are used to identify district-wide trends that include strengths and areas of need in instructional programs and student support systems.

Title III Annual Measurable Achievement Objectives (AMAOs)

Title III of the Federal Elementary and Secondary Education Act (ESEA) provides supplemental funding for 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 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 agency (LEA) level (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.

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 five 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.

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 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 State standardized tests (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.

Annual Performance Expectations for ELs

ELs who do not make sufficient growth and are not eligible for reclassification are considered At Risk of Becoming a Long-Term EL. Student progress towards annual expectations is closely monitored. If a student does not make sufficient growth, the student is referred to the Student Study Team.

Annual Performance Expectations for ELs

Timeline	Year 1	Year 2	Year 3	Year 4	Year 5 Reclassification
CELDT Level	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
District Assessment Scores	Significantly Below Grade Level	Moderately Below Grade Level	Slightly Below Grade Level	At or Above Grade Level	At or Above Grade Level
Standardized Test Results	Significantly Below Grade Level	Moderately Below Grade Level	Slightly Below Grade Level	At or Above Grade Level	At or Above Grade Level
Parent Consultation	Annual Notification	Annual Notification	Annual Notification	Annual Notification	Annual Notification/ Parent Consultation for Reclassification
Teacher Evaluation	Progress Reports & Report Cards	Progress Reports & Report Cards	Progress Reports & Report Cards	Progress Reports & Report Cards	Progress Reports & Report Cards

Definition for At Risk of Becoming a Long-Term EL

Years in FVSD Schools	CELDT Level
3 years	Beginning
4 years	Beginning or Early Intermediate
5 years	Beginning, Early Intermediate, or Intermediate
5+ years	Beginning, Early Intermediate, Intermediate, Early Advanced, or Advanced <i>And not eligible for reclassification</i>



Master Plan for English Learners



Parent & Community Engagement

PARENT AND COMMUNITY ENGAGEMENT

FVSD is committed to promoting strong parent, family and community support for our programs. FVSD staff strives to provide meaningful involvement and promote the development of parent and community leaders who can learn more about the education system, become involved in the education of their children, and advocate effectively for ELs.

FVSD Board of Trustees encourage Parent Involvement, as detailed in Board Policy 6020: Parent Involvement, as well as Administrative Regulations 6020: Parent Involvement.

Notices to Parents

When 15% or more of the student population at the school site speaks a single primary language other than English, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district are, in addition to being written in English, written in the primary language(s).

English Learner Advisory Committee (ELAC)

FVSD reaches out to parents of ELs to facilitate their engagement. Meetings are regularly scheduled for the purpose of formulating and responding to parents' recommendations. For parents of ELs, this is accomplished primarily through our school English Learner Advisory Committees (ELAC) and the FVSD District English Learner Advisory Committee (DELAC). Schools with 21 or more ELs are required to establish a functioning ELAC to serve in an advisory capacity.

Purpose

The primary purpose of the ELAC (or subcommittee, if appropriate) is to advise the principal and school staff on programs and services for ELs and the School Site Council (SSC) on the development of the *Single Plan for Student Achievement*. Additional tasks include input on the development of the school's needs assessment, review of the school's annual language census, and ways to build

awareness of the importance of regular school attendance.

All parents of ELs receive a written invitation to attend ELAC meetings. At the first meeting, elections are held and parent training to assist with carrying out legal duties is provided. During the elections, parents/guardians have the opportunity to elect up to two members for the District English Learner Advisory Committee (DELAC).

Delegation

After formation and training of members, the ELAC may delegate its legal responsibilities to an existing school advisory or subcommittee. The establishment and proper functioning of the ELAC is the responsibility of the site principal or his/her designee. The requirements of the ELAC may be delegated to the SSC if the ELAC has first been formally established (an executive board has been elected and at least two meetings have transpired), members have received training regarding their roles and responsibilities, and the committee votes to delegate responsibility to the SSC. This action must be documented in the agenda and minutes of the ELAC meeting. When the SSC assumes responsibility, all requirements for the ELAC need to be met and documented in the agenda and minutes of the SSC meetings.

District English Learner Advisory Committee (DELAC)

FVSD has 51 or more English Learners enrolled; therefore, the District has established a DELAC.

Purpose

The purpose of the DELAC is to advise the Board of Trustees (e.g., in person, by letters/reports) on the programs and services for ELs.

Annually, DELAC members are trained on the following topics and subsequently advise the Board of Trustees on:

1. Development or revision of the District master plan for educational programs and services for

- ELs that take into consideration each school's *Single Plan for Student Achievement*.
2. Administration of a district wide needs assessment on a school-by-school basis.
 3. Establishment of District programs, goals, and services for ELs (e.g., Parental Exception Waivers and funding).
 4. Development of a plan to ensure compliance with any applicable teacher and bilingual tutor requirements.
 5. Administration of the Annual Language Census R-30 Report (e.g., procedures and forms).

6. Analysis and commentary of the school district's reclassification procedures.
7. Analysis and commentary of on the written notifications required to be sent to parents and guardians.

Composition

Parents or guardians of ELs not employed by the District must constitute a majority membership (51% or more). Each school ELAC must have the opportunity to elect at least one member to the DELAC.



Fountain Valley
School District

Master Plan for English Learners



Staffing & Professional Development

STAFFING AND PROFESSIONAL DEVELOPMENT

Certificated Personnel

Every teacher in FVSD is required to hold an authorization to teach ELs. All currently employed teachers are authorized and every effort is made to hire only those candidates who are authorized to teach ELs. Newly hired teachers who do not hold the necessary authorizations are notified that their assignments are provisional and that they are expected to complete the necessary training for certification to ensure ELD and/or SDAIE instruction is provided to each EL. The combination of holding the proper authorization plus accessing the multiple professional development opportunities results in a teacher who is both competent and confident in providing the specialized instruction each EL needs.

Classified Personnel

FVSD employs qualified bilingual paraprofessionals. Bilingual paraprofessionals contribute specialized skills in the EL program and work and plan closely with the full instructional team. When the teacher does not hold the bilingual authorization, the bilingual paraprofessional works in concert with the teacher to provide primary language support to motivate, clarify, direct, support, and explain facts and concepts to ELs. Bilingual paraprofessionals are assigned to classrooms during core content instruction in English language arts, math, social studies, and science. Paraprofessionals also assist with needs outside the classroom, including but not limited to parent-teacher conferences and notifications, ELAC, DELAC,

CELDT testing, oral interpretation, and written translations.

Professional Development

In order to support teachers of ELs in both their certification and professional growth, FVSD offers professional development opportunities.

Workshops and trainings are available for administrators, teachers, and paraprofessionals. The District offers, supports, sponsors, and/or publicizes professional development opportunities for teachers, staff, paraprofessionals, and/or administrators that include, but are not limited to:

- Common Core State Standards and the California English Language Development Standards
- English Language Development (ELD)
- G.L.A.D. (Guided Language Acquisition Design)
- Structured English Immersion (SEI)
- Specially Designed Academic Instruction in English (SDAIE)
- Beginning Teacher Support and Assistance (BTSA) Program – formal and informal training structured to provide best practice discrete and integrated instructional methodologies for K-8 teachers
- Text-specific training from publishing company consultants and District staff
- School site training with ELAC members or staff
- Classroom planning for differentiated instruction
- Data analysis and evaluation



Fountain Valley
School District

Master Plan for English Learners



Funding

FUNDING

FVSD follows funding mandates as prescribed by Education Code, State regulation, and District policies/practices.

Local Control Funding Formula (LCFF)

The State Local Control Funding Formula (LCFF) requires districts to provide supplemental services and programs to students who are ELs specifically through the allocation of Supplemental and Concentration grants. Because FVSD does not meet the threshold, it is not eligible for Concentration grants. The Local Control Accountability Plan (LCAP) outlines how districts plan to spend LCFF money, including Supplemental Grant funding, to support ELs, low income, and foster youth. LCFF Supplemental Grant funds are used to enhance the base program with supplemental services including, but not limited to, services such as employment of supplemental teachers or paraprofessionals, purchase of supplemental teaching materials, in-service training for teachers and paraprofessionals to develop instructional skills, support for parent involvement activities, parent training, translation services, and other reasonable expenses related to programs for ELs.

Services to ELs are designed to ensure that these students develop full proficiency in English as rapidly and effectively as possible, and to address any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.

Title III

Title III authorizes Federal funding for supplementary programs and services for ELs. Required activities include the provision of instruction and instructional support services related to ELD and academic progress in the core curriculum in a manner that allows ELs to meet grade level and graduation requirements. Programs also must provide staff development opportunities to school staff assigned to work with ELs. Title III funds may also be used for a variety of instructional support, curriculum development, parental involvement, and related EL student program activities. This program is intended to “support the efforts of each participating school to improve instruction, auxiliary services, school environment, and school organization to meet the needs of ELs at that school.”

Master Plan for English Learners



Appendices

Copy sent to Assessment and Accountability:
Date: _____

Fountain Valley School District
HOME LANGUAGE SURVEY

INFORMAL ASSESSMENT OF LANGUAGE ABILITY/PROGRAM INFORMATION/ETHNIC INFORMATION

Child's Name: _____

Last

First

Middle

Address: _____ Telephone Number: _____

School: _____ Grade: _____ Date of Birth: ____/____/____ Sex: M F

Previous School/District: _____ Dates Enrolled: _____

Please send translated documents home in: Vietnamese

Please send documents home in English.

Please complete sections A, B, C & D as appropriate:

A: HOME LANGUAGE SURVEY

The California Education code contains legal requirements which direct schools to determine the language(s) spoken in the home of each student. This information is essential in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with this legal requirement. Please respond to the questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered.

1. What language/dialect does your child most frequently use at home? _____
2. Which language/dialect did your child learn when he or she first began to talk? _____
3. What language/dialect do you (parents or guardians) use most frequently to speak to your child? _____
4. What language is most often spoken by adults (parents, guardians, or any other adult) in the home? _____
5. Has your child ever been given the CELDT Test (California English Language Development Test)? Yes No Do not know

(Signature of parent or guardian)

Date

State of California
Dept. of Education
OPER-LS-77 R-11/05

What was the primary language spoken by your child when he/she started school? _____

B. Please answer questions 1 AND 2

1. Is this student Hispanic or Latino? (Choose only one) Yes, Hispanic, or Latino (A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.) No, not Hispanic or Latino

2. What is the student's race? *The above part of the question is about ethnicity, not race. No matter what you selected above, please continue to answer the following by marking one or more boxes to indicate what you consider your race to be. This information is collected to help monitor and evaluate student achievement across racial and ethnic groups.*

American Indian or Native Alaskan (100)

Vietnamese (204)

Samoan (303)

(A person having origins in any of the original peoples of North and South America (including Central America)

Asian Indian (205)

Tahitian (304)

Laotian (206)

Other Pacific Islander (399)

Cambodian (207)

Filipino American (400)

Chinese (201)

Hmong (208)

Black or African American (600)

Japanese (202)

Other Asian (299)

White (700)

Korean (203)

Hawaiian (301)

(A person having origins in Europe, the Middle East or North Africa.)

Guamanian (302)

C. INFORMAL ASSESSMENT OF LANGUAGE ABILITY

If a language other than English is listed on lines 1, 2, or 3 in Section A, does your child speak, read, and/or write fluently in this language?

Speak Yes _____ No _____

Read Yes _____ No _____

Write Yes _____ No _____

DISTRICT USE ONLY

PREVIOUS ENGLISH LANGUAGE ASSESSMENT

Designated: FEP _____ LEP _____

School District _____ Date _____

CELDT: Date _____ Score _____ Level _____

D. PROGRAM INFORMATION

1. Country of Birth: _____

2. U.S. Entry Date: _____

3. How many school years in other countries? _____

4. Is your child a United States citizen?

Yes _____ No _____

5. First USA School Enter Date: _____

6. First California School Enter Date: _____



**Fountain Valley School District
PARENT NOTIFICATION LETTER
State and Federal Title III Requirements**

Initial Assessment Results and Program Placement for English Learners

To the Parent(s)/guardian(s) of: _____ Date: _____

School: _____ Grade: _____ Primary Language: _____

DOB: _____ CSIS #: _____

Dear Parent (S): When you enrolled your child, a language other than English was noted on the Home Language Survey. In order to conform with California law, our school district is required to assess the English and primary language of your child. This form is intended to notify you of these assessments, your child's program placement, our recommendation, and the program options that are available to your child according to state law and Title III.

English Language Assessment Results

Your child has been administered the California English Language Development Test (CELDT)* and these are the results:

Skill Area	Raw score	Scale score	CELDT Proficiency Level
Listening			
Speaking			
Reading			
Writing			
Overall Proficiency			

*These scores are based on District scoring using the testing company's scoring guide. The testing company will send the official results.

Based on results of the California English Language Development Test (CELDT), your child has been identified as:

- English Learner (EL) **with less than reasonable fluency in English*** who will be placed in the Structured English Immersion Program. (See back of this form for explanation)
- English Learner **with reasonable fluency in English*** who will be placed in the English Mainstream Program. (See back of this form for explanation)
- Fluent English Proficient (FEP) student who will be placed in the District's regular program of Instruction.
- Other Placement: School _____ Parent's Initials _____
- English Learners who are also identified as learning disabled students will be assigned according to their individualized education plan (IEP).
- Please send home documents in English Vietnamese

Other Assessments

Primary Language Assessment Results

Your child has also been assessed in his/her primary language using the _____.

Skill Area	Proficiency
Oral	
Reading	
Writing	

District Tester

Date

PLEASE READ THE STATEMENTS BELOW AND MARK ALL THAT APPLY.

- I received information about the English Learner Programs: Structured English Immersion, English Language Mainstream, and Alternative Programs offered in our school district.
- I have read (see the reverse side of this form) and understand that I have the right to apply for a Parental Exception Waiver for the purpose of selecting an Alternative Program. To initiate this process, I should contact the Office of Assessment and Accountability at 714-843-3268.
- I understand that I have the right to move my child into the English Language Mainstream Program at any time.

Signature of parent or guardian

Telephone

Date

Distribution: White – Parent

Yellow – CUME (LEP Folder)

Pink – District Office – Assessment and Accountability

Program Placement Options for English Learners

CELDT Proficiency Level		Program Placement
Beginning	Less than reasonable fluency*	Structured English Immersion**
Early Intermediate		
Intermediate	Reasonable fluency*	English Mainstream Classroom**
Early Advanced		
Advanced		
		Other Instructional Setting (as per IEP)

* To be determined by District.

** or an alternative education program with approved Parental Exception Waiver

Program Goals and Descriptions for English Learners

- All programs are designed to meet the educational needs of English Learners by including English Language development (ELD). Some programs may include the use of Specially Designed Academic Instruction in English (SDAIE) strategies.
- The goals of all programs are for students to learn English and meet age appropriate academic achievement standards for grade promotion and graduation.
- **Structured English Immersion (SEI):** Instruction is provided in English and includes the following: a sequential ELD Program, including language arts, sheltered English content with primary language support as needed.
- **English Language Mainstream (ELM):** Instruction is provided in English, and is based on grade-level standards. Students continue to receive additional support in order to meet the requirements to be reclassified as fluent English proficient (R-FEP).
- **Alternative program (ALT):** A bilingual program for English language Acquisition for pupils in which much or all the instruction, textbooks, and teaching materials are in the child's native language. If parents of 20 or more students in one grade level at the same school request the alternative program, the school is required to provide the program.***

***California state law gives parents the option to place their child in an alternative program. To place your child in an alternative program, you must sign a Parental Exception Waiver at your child's school each year, and he/she must meet one of the following criteria: a) knows English and academically performs at the 5th grade level; b) is 10 years of age or older, c) is a student under 10 years of age, was placed in an English language classroom for 30 calendar days, and special need exists.

**YOU HAVE THE RIGHT TO REQUEST A PARENTAL EXCEPTION WAIVER FOR AN ALTERNATIVE PROGRAM.
YOU MUST REQUEST THE WAIVER FROM THE OFFICE OF ASSESSMENT AND ACCOUNTABILITY
AT 714-843-3268. PLEASE READ THE DESCRIPTION ABOVE OF AN ALTERNATIVE PROGRAM.**



Fountain Valley School District
PARENT NOTIFICATION LETTER
State and Federal Title III Requirements
Annual Assessment Results and Program Placement for English Learners
September Notification

To the Parent(s)/guardian(s) of: _____ Date: _____
 School: _____ Grade: _____ Primary Language: _____
 DOB: _____ CSIS #: _____
 Correspondence Language: _____

Dear Parent (S): In order to comply with California law, our school district is required to administer the CELDT test each year. Parents are informed of the results from the annual CELDT twice a year. The first time is in January when we receive the scores. The second time is the following September to remind parents of the results sent in January. This second notification is intended to notify you again of your child's program placement determined in January, our recommendation, and the program options that are available to your child according to state law and Title III.

English Language Assessment Results

These are the results of the California English Language Development Test (CELDT) administered on _____.

Skill Area	Raw score	Scale score	CELDT Proficiency Level
Listening			
Speaking			
Reading			
Writing			
Overall Proficiency			

The following assessments were administered on: _____ **Spring 2014** _____.

Skill Area	District Benchmarks	Skill Area	California State Tests (CST)
FVSD Writing Benchmark		English/Language Arts	

Based on results of the last years' California English Language Development Test (CELDT), your child is identified as:

- English Learner (EL) **with less than reasonable fluency in English*** who will be placed in the Structured English Immersion Program. (See back of this form for explanation).
- English Learner **with reasonable fluency in English*** who will be placed in the English Mainstream Program. (See back of this form for explanation)
- Other Placement: School _____

➤ For students receiving Special Education Services **only:**
 A description of how your child's recommended placement will meet the objectives of their Individual Education Program (IEP) is attached.

Julianne Hoefler, Ph.D.
 Director, Assessment and Accountability

 9/30/14
Date

CELDT Proficiency Level		Program Placement
Beginning	Less than reasonable fluency*	Structured English Immersion**
Early Intermediate		
Intermediate	Reasonable fluency*	English Mainstream Classroom**
Early Advanced		
Advanced		
		Other Instructional Setting (as per IEP)

* To be determined by District.

** Or an alternative education program with approved Parental Exception Waiver

Program Goals and Descriptions for English Learners

- All programs are designed to meet the educational needs of English Learners by including English Language development (ELD). Some programs may include the use of Specially Designed Academic Instruction in English (SDAIE) strategies.
- The goals of all programs are for students to learn English and meet age appropriate academic achievement standards for grade promotion and graduation.
- **Structured English Immersion (SEI):** Instruction is provided in English and includes the following: a sequential ELD Program, including language arts, sheltered English content with primary language support as needed.
- **English Language Mainstream (ELM):** Instruction is provided in English, and is based on grade-level standards. Students continue to receive additional support in order to meet the requirements to be reclassified as fluent English proficient (R-FEP).
- **Alternative program (ALT):** A bilingual program for English language Acquisition for pupils in which much or all the instruction, textbooks, and teaching materials are in the child's native language. If parents of 20 or more students in one grade level at the same school request the alternative program, the school is required to provide the program.***

***California state law gives parents the option to place their child in an alternative program. To place your child in an alternative program, you must sign a Parental Exception Waiver at your child's school each year, and he/she must meet one of the following criteria: a) knows English and academically performs at the 5th grade level; b) is 10 years of age or older, c) is a student under 10 years of age, was placed in an English language classroom for 30 calendar days, and special need exists.

Reclassification (Exit) Criteria

Students must meet the following criteria in order to be reclassified:

Required Criteria (Education Code 313[d])	Fountain Valley School District Criteria
English Language Proficiency Assessment CELDT Test	Overall: Early Advanced or Advanced, with no more than one Intermediate subscore in Speaking, Listening or Writing.
Comparison of Performance in Basic Skills	English Language Arts California Standards Test (ELA CST) Proficient Level ⇒ 350 Scale Score
Fountain Valley School District Writing Benchmark	PASS (Grades 3 – 6 ⇒ score of 3 or better)
Teacher Evaluation of Curriculum Mastery	Teacher Consent
Parental Opinion and Consultation	Parental Approval

YOU HAVE THE RIGHT TO REQUEST A PARENTAL EXCEPTION WAIVER FOR AN ALTERNATIVE PROGRAM. YOU MUST REQUEST THE WAIVER FROM THE OFFICE OF ASSESSMENT AND ACCOUNTABILITY AT 714-843-3268. PLEASE READ THE DESCRIPTION ABOVE OF AN ALTERNATIVE PROGRAM.



Fountain Valley School District
State and Federal Title III Requirements

JANUARY PARENT NOTIFICATION OF ASSESSMENT AND PROGRAM PLACEMENT

To the Parent(s)/guardian(s) of: _____ Date: _____
 School: _____ Grade: _____ Primary Language: _____
 DOB: _____ CSIS #: _____

By law, English learners (ELs) must receive English Language development and participate in the California English Language Development Test (CELDT). In accordance with State and Federal regulations, the District is providing you with your child's assessment results and a written description of the English Language programs offered. English Language Development (ELD) is available at all schools in the Fountain Valley School District.

CELDT RESULTS – FLUENCY LEVELS:

Test Date: _____

BEGINNING **EARLY INTERMEDIATE** **INTERMEDIATE** **EARLY ADVANCED** **ADVANCED**

Listening _____ Speaking _____ Reading _____ Writing _____ Overall Classification _____

PROGRAM PLACEMENT

Based on your child's current assessment, he/she is placed in the following program for the current school year:

- _____ Structured English Immersion Program
- _____ English Language Mainstream Program
- _____ NO CHANGE of current placement

➤ For students receiving Special Education Services **only**: A description of how your child's English language development will be addressed is outlined in his/her Individual Education Program (IEP).

Julianne Hoefler, Ph.D.

Director, Assessment and Accountability

Date

PROGRAM OPTION DESCRIPTIONS

ELEMENTARY (K-5)

Structured English Immersion Program: A program for *Beginning to Early Intermediate* students who are in the process of learning English. Instruction and textbooks are in English. English learners are integrated with English speakers in regular classrooms. English Language Development (ELD) instruction emphasizes learning to understand and speak English, with a focus on the ELD Standards. Evidence-based strategies are used to teach reading, writing, math, history, and science.

English Language Mainstream Program: A program for *Intermediate, Early Advanced, and Advanced* students who are still learning English. Students are integrated with English speakers. Textbooks and instruction are in English. Special strategies are used to teach the core curriculum and meet District standards. Continued literacy instruction is provided to help students until they are reclassified as fluent (FEP). No primary language support is provided.

*If a student has a disability, specific services are explained in the IEP.

MIDDLE SCHOOL (6-8)

Structured English Immersion Program: A program for *Beginning to Early Intermediate* students who are in the process of learning English. Instruction and textbooks are in English. Students may be grouped by fluency levels, in multi-graded, multilingual classes. Students receive intense English Language Development (ELD) instruction and modified content for reading, writing, language, and history, with a focus on ELD standards. English learners are integrated with English speakers for math, science, music, physical education, and electives.

English Language Mainstream Program: A program for *Intermediate, Early Advanced, and Advanced* students who are still learning English and literacy skills. Students are integrated with English speakers for all classes. All textbooks and instructional materials are in English. Evidence-based strategies are used to teach the core curriculum and meet district standards. Continued literacy instruction is provided to help students until they are reclassified as fluent (FEP). No primary language support is provided.

*If a student has a disability, specific services are recorded in the IEP.

PLEASE READ THE STATEMENTS BELOW AND MARK ALL THAT APPLY.

- I received information about the English Learner Programs: Structured English Immersion, English Language Mainstream, and Alternative Programs offered in our school district.
- I have read (see the reverse side of this form) and understand that I have the right to apply for a Parental Exception Waiver for the purpose of selecting an Alternative Program. To initiate this process, I should contact the Office of Assessment and Accountability at 714-843-3268.
- I understand that I have the right to move my child into the English Language Mainstream Program at any time.

Signature of parent or guardian

Telephone

Date

Program Placement Options for English Learners

CELDT Proficiency Level		Program Placement
Beginning	Less than reasonable fluency*	Structured English Immersion**
Early Intermediate		
Intermediate	Reasonable fluency*	English Mainstream Classroom**
Early Advanced		
Advanced		
		Other Instructional Setting (as per IEP)

* To be determined by District.

** Or an alternative education program with approved Parental Exception Waiver

Program Goals and Descriptions for English Learners

- All programs are designed to meet the educational needs of English Learners by including English Language development (ELD). Some programs may include the use of Specially Designed Academic Instruction in English (SDAIE) strategies.
- The goals of all programs are for students to learn English and meet age appropriate academic achievement standards for grade promotion and graduation.
- **Structured English Immersion (SEI):** Instruction is provided in English and includes the following: a sequential ELD Program, including language arts, sheltered English content with primary language support as needed.
- **English Language Mainstream (ELM):** Instruction is provided in English, and is based on grade-level standards. Students continue to receive additional support in order to meet the requirements to be reclassified as fluent English proficient (R-FEP).
- **Alternative program (ALT):** A bilingual program for English language Acquisition for pupils in which much or all the instruction, textbooks, and teaching materials are in the child's native language. If parents of 20 or more students in one grade level at the same school request the alternative program, the school is required to provide the program.***

***California state law gives parents the option to place their child in an alternative program. To place your child in an alternative program, you must sign a Parental Exception Waiver at your child's school each year, and he/she must meet one of the following criteria: a) knows English and academically performs at the 5th grade level; b) is 10 years of age or older, c) is a student under 10 years of age, was placed in an English language classroom for 30 calendar days, and special need exists.

Reclassification (Exit) Criteria

Students must meet the following criteria in order to be reclassified:

Required Criteria (Education Code 313[d])	Fountain Valley School District Criteria
English Language Proficiency Assessment CELDT Test	Overall: Early Advanced or Advanced, with no more than one Intermediate subscore in Speaking, Listening or Writing.
Comparison of Performance in Basic Skills	English Language Arts California Standards Test (ELA CST) Proficient Level ⇒ 350 Scale Score
Fountain Valley School District Writing Benchmark	PASS (Grades 3 – 6 ⇒ score of 3 or better)
Teacher Evaluation of Curriculum Mastery	Teacher Consent
Parental Opinion and Consultation	Parental Approval

YOU HAVE THE RIGHT TO REQUEST A PARENTAL EXCEPTION WAIVER FOR AN ALTERNATIVE PROGRAM. YOU MUST REQUEST THE WAIVER FROM THE OFFICE OF ASSESSMENT AND ACCOUNTABILITY AT 714-843-3268. PLEASE READ THE DESCRIPTION ABOVE OF AN ALTERNATIVE PROGRAM.

Distribution: Parent - Return a signed copy to school office. Keep one copy for yourself.
School Office Staff - Return signed copy to the Office of Assessment and Accountability.



FOUNTAIN VALLEY SCHOOL DISTRICT

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Parent Notification Explanation of English Language Classroom Parental Exception Waiver

Education Code 310-311 states that a request for waiver of English language instruction requirements may only be granted for one of the following reasons:

1. The student already knows English: The school district must confirm that the student already possesses good English language skills, as measured by state tests of English vocabulary comprehension, reading, and writing.
2. Older children: The child is age 10 years or older, and it is the informed belief of the school principal and staff that an alternate course of instructional study would be better suited to the child's rapid acquisition of basic English language skills; or
3. Children with special needs: The child already has been placed for a period of not less than thirty calendar days during that school year in an English language classroom. It is the belief of the school principal and educational staff that the child has such special physical, emotional, psychological, or educational needs that an alternate course of educational study would be better suited to the child's overall educational development. A written description of these special needs must be provided. Any decision to be made is subject to the examination and approval of the local school superintendent (or designee). The existence of such special needs does not insure a waiver. The parents shall be fully informed of the right to refuse the recommendation made by school staff.

Parents or guardians are required to personally visit the school to apply for the waiver. Parental exception waivers shall be granted for no more than one year at a time, unless the school principal and educational staff have evidence that the program requested by the parent would not be the best placement. The following time line will be observed:

- For students who already know English, schools shall act upon parental exception waiver requests within 20 days of submission to the school principal.
- For students age 10 or older, schools shall act upon all parental exception waiver requests within 20 instructional days of submission to the school principal.
- For students with special needs, schools act upon parental waiver requests either:
 - no later than 10 calendar days after the first 30 days in a structured English immersion classroom,
 - or
 - within 20 instructional days after the parental waiver has been given to the school principal, whichever is later.
- At any time, including during the school year, a parent or guardian may have his or her child moved into an English language mainstream classroom.

Alternative Program

This program option is available to parents of FVSD students entering the District or for continuing students whose parents wish to waive into an alternative program. All students receive daily ELD instruction. Language Arts instruction may be initially provided in the primary language. Content areas (math, science, social studies) may also initially be taught in the primary language for content understanding. Art, music, and physical education are generally taught in English. As students gain proficiency in English, an increasing amount of content instruction will be in English. The FVSD does not offer such a program option at this time since there has not been a sufficient number of requests that would meet the state's criteria for such a program.



Fountain Valley School District

ENGLISH LANGUAGE CLASSROOM
PARENTAL EXCEPTION WAIVER

Education Code 311(a): Children who know English

Student Name: _____ Grade: _____

School: _____ Date of Birth: _____

Circle: ELD/SDAIE Last CELDT: _____ Last CST: ELA _____ M _____

My child possesses good English language skills and for that reason I request a waiver of the schools' Structured English Immersion Classroom program. **I request my child be placed in an alternative bilingual program.**

I have personally visited the school to apply for this waiver.

I have been provided a full description of the intent and content of the Structured English Immersion Classroom Program and the Transitional English Language Mainstream Classroom Program, and the educational materials to be used.

I understand this placement is contingent on the availability of an alternative bilingual program and/or enrollment and space available at the school of choice inside/outside of the Fountain Valley School District.

I understand I may need to provide transportation to and from school each day.

I understand that I must request that this waiver be reconsidered each school year.

Parent/Guardian Signature: _____ Date: _____

Address: _____

City: _____ State: _____ ZIP: _____

Phone: _____ () _____

For District Use Only: <input type="checkbox"/> Accepted <input type="checkbox"/> Denied	
_____ Principal	_____ Date
_____ Director, Assessment & Accountability	_____ Date
_____ Superintendent	_____ Date



FOUNTAIN VALLEY SCHOOL DISTRICT
Office of Assessment and Accountability
RECLASSIFICATION CONSULTATION FOR ENGLISH LEARNERS
(See Reclassification Criteria on the back of form)

Student Name: _____

Date: _____

School/Teacher: _____

Grade: _____

- Please send translated documents home in Vietnamese.
- Please send documents home in English.

PART 1:

California English Language Development Test

Date given: _____	
Listening Level:	<input type="text"/>
Speaking Level:	<input type="text"/>
Reading Level:	<input type="text"/>
Writing Level:	<input type="text"/>
Overall CELDT Level:	<input type="text"/>
B = Beginning EA = Early EI = Early Intermediate Advanced I = Intermediate A = Advanced	

California Standards Test

Date given: _____	
ELA CST Level:	<input type="text"/>
Level:	F ar B elow B asic B elow B asic B asic P roficient A dvanced

District Writing Benchmark

Date given: _____
<input type="checkbox"/> Pass <input type="checkbox"/> Fail

Julianne Hoefler, Director, Assessment and Accountability

PART 2: TEACHER RECOMMENDATION

<input type="checkbox"/> I agree with FEP reclassification.	<input type="checkbox"/> I disagree with FEP reclassification
Teacher Signature _____	Date _____

Comments:

Parent agrees with recommendation for reclassification to FEP: Yes No

Parent Signature _____ Date _____

NOTE: Students who have been reclassified as Fluent English Proficient and are attending another school may return to their own neighborhood school.

I will enroll my child at _____ School for the _____ school year.

Distribution: Original – Parent

Copy 1 – School/CUME

Copy 2 – Assessment and Accountability

ENGLISH LANGUAGE DEVELOPMENT

The English Language Development (ELD) Standards are the building blocks that help English learners (ELs) make progress towards mastery of the English Language Arts (ELA) Standards. The goal for all ELs is to be reclassified Fluent English Proficient (FEP). To be reclassified, students must meet the criteria listed below.

RECLASSIFICATION CRITERIA

Students must meet the following criteria in order to be reclassified:

Required Criteria (Education Code 313[d])	Fountain Valley School District Criteria
English Language Proficiency Assessment CELDT Test	Overall: Early Advanced or Advanced, with no more than one Intermediate subscore in Speaking, Listening or Writing.
Comparison of Performance in Basic Skills*	English Language Arts California Standards Test (ELA CST) Proficient Level ⇒ 350 Scale Score**
Fountain Valley School District Writing Benchmark	PASS (Grades 3 – 6 ⇒ score of 3 or better)
Teacher Evaluation of Curriculum Mastery	Teacher Consent
Parental Opinion and Consultation	Parental Approval

**If CST test scores are not available, recommendation for reclassification may be based on CELDT scores, District Writing Benchmark scores, teacher input and consultation with site administrator.*

***For a student scoring below the basic level cut-point, determine whether factors other than English language proficiency may be responsible for the student's low performance on the ELA CST and whether it is reasonable to reclassify the student.*

RECLASSIFICATION PROCESS

- Complete reclassification form
- Obtain administrator's approval
- Schedule a conference to inform the parent of the recommendation and to acquire parent signature
- A signed copy of the *Reclassification Recommendation* form must be placed in the English Learner folder in the student's cumulative file.
- The Office of Assessment and Accountability will update the student electronic record (Aeries) and English Learner folder.

MONITORING OF RECLASSIFIED STUDENTS

- Follow-ups include review of student progress towards meeting grade level standards using:
 - ⇒ District Benchmark Assessments
 - ⇒ District Writing Samples
 - ⇒ Classroom Performance
 - ⇒ California Standards Test (CST)



FOUNTAIN VALLEY SCHOOL DISTRICT

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OFFICE OF ASSESSMENT AND ACCOUNTABILITY

STUDENT PROGRESS FOLLOW-UP AFTER RECLASSIFICATION

YEAR 1

YEAR 2

Student's name: «First_Name» «Last_Name» Date: _____

School: «School» Teacher: «Teacher_name» Grade: «Grade»

Student is meeting grade level standards

Student is not meeting grade level standards (complete Individual Learning Plan below and hold a parent conference)

INDIVIDUAL LEARNING PLAN

Please circle area(s) of need : Reading Writing Math

A. In-Class Programs	
Learning goals:	
Assessments:	
Instructional Strategies and Supports:	
Materials:	

Teacher Signature	Date	Principal Signature	Date
-------------------	------	---------------------	------

Parent Signature: _____

Comments: _____

File in EL Folder

**PARENT/GUARDIAN WITHDRAWAL FROM
STRUCTURED ENGLISH IMMERSION PROGRAM OR
ENGLISH LANGUAGE MAINSTREAM PROGRAM PLACEMENT**

Student Name: _____ Grade: _____

School: _____ Date of Birth: _____

CELDT Level: _____	Test Date: _____
Program Placement: <input type="checkbox"/> Structured English Immersion (ELD & SDAIE)	<input type="checkbox"/> English Mainstream Classroom (SDAIE)

CST Test Date: _____	Benchmark Test Date: _____
ELA Level _____ Math Level _____	Reading/Language Arts Percent Correct _____

I am withdrawing my child, who is an English learner, from the Structured English Immersion or the English Mainstream Classroom program in which he/she has been placed for the current school year. I understand that my child will be placed in an English Only program with no English language support.

According to California State law, the Office of Assessment and Accountability must continue to annually test your child's language proficiency. This request for withdrawal applies only to program placement and must be completed every school year until your child is eligible for reclassification as a Fluent English Proficient student.

I agree to indemnify, defend and hold harmless the District, its officers, employees or agents including school board members, school administrators, teachers, and other instructional personnel who are in any way involved in providing, operating or maintaining the instructional program I have indicated above from any and all claims or demands arising from my child's withdrawal from the English Learner program.

Parent/Guardian Signature: _____ Date: _____

Address: _____

City: _____ State: _____ ZIP: _____

Phone: (____) _____

For District Use Only:	
_____	_____
Principal	Date



FOUNTAIN VALLEY SCHOOL DISTRICT

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MEMORANDUM

TO: Anne Silavs, Assistant Superintendent, Instruction

FROM: Abby Wright, Director, Support Services

SUBJECT: Board Item – Special Education Settlement Agreement

DATE: April 22, 2014 for May 15, 2014 Board Meeting

BACKGROUND:

According to the Settlement Agreement signed on April 17, 2014, between Parent and the Fountain Valley School District, it was agreed to reimburse Parents in the amount of Sixteen Thousand Dollars (\$16,000.00) for programming, testing, and services provided to student between March 13, 2012 and June 30, 2015. Any and all proof of payment documentation for the Compensatory Educational Services shall be provided to the District on or before August 31, 2015. In addition, the district agrees to pay the Petitioners Ten Thousand Dollars (\$10,000.00) as full and final settlement of all outstanding claims for any and all claims for attorneys' fees, legal costs and/or expert fees. This amount (\$10,000.000) shall be paid to "Law Offices of Maureen Graves". Total settlement agreement is Twenty-Six Thousand Dollars (\$26,000.00).

RECOMMENDATION:

Approval by the Board of Trustees is recommended to approve the above mentioned services and legal fees.



FOUNTAIN VALLEY SCHOOL DISTRICT

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MEMORANDUM

TO: Anne Silavs, Assistant Superintendent, Instruction

FROM: Abby Wright, Director, Support Services

SUBJECT: Board Item – Special Education Settlement Agreement

DATE: May 6, 2014 for May 15, 2014 Board Meeting

BACKGROUND:

According to the Settlement Agreement signed on May 6, 2014, between Parents and the Fountain Valley School District, it was agreed to reimburse Parents for costs not to exceed Twenty-Four Thousand Two-Hundred and Five Dollars (\$24,205.00) for collectively, "Compensatory Reimbursement". Any and all proof of payment documentation for the Compensatory Reimbursement shall be provided to the District and if not so provided, reimbursement for the same shall be deemed forever waived. In addition, the district agrees to pay the Petitioners Seven Thousand Dollars (\$7,000.00) as full and final settlement of all outstanding claims for attorney's fees and legal costs through the Annual IEP Date of April 21, 2015. This amount (\$7,000.00) shall be paid to "California Special Needs Law Group". Total settlement agreement is Thirty-one Thousand Two-hundred and Five Dollars (\$31,205.00). Settlement agreement term is May 6, 2014 thru April 21, 2015.

RECOMMENDATION:

Approval by the Board of Trustees is recommended to approve the above mentioned services and legal fees.



FOUNTAIN VALLEY SCHOOL DISTRICT
Curriculum/Instruction

MEMORANDUM

TO: Marc Ecker, Superintendent
FROM: Anne Silavs, Assistant Superintendent, Instruction
SUBJECT: *REVISION OF STRATEGIC ARTS EDUCATION PLAN 2014-2019*
DATE: May 5, 2014

BACKGROUND INFORMATION:

The Budget Act of 2006 provided \$105 million from the state's General Fund to provide block grants to school districts, charter schools, and county offices of education to support standards-aligned art and music instruction in kindergarten through twelfth grade.

In response to new funding, the Orange County Department of Education established the Arts Advantage initiative to support school districts in their efforts to effectively expand and improve arts education for all students. In 2007, Fountain Valley became an Arts Advantage district and developed a five-year Strategic Arts Education Plan, which was approved by the Board of Trustees that same year. Efforts to implement the plan, however, were significantly curtailed the following year as a result of the national recession and the economic downturn in California, which resulted in devastating budget cuts to education.

CURRENT CONSIDERATIONS:

While the state's economy slowly begins to improve and the new Local Control Funding Formula enacted in 2013 aims to restore school districts to previous funding levels, it is anticipated that full-funding will not be reached until 2021. As the District develops its Local Control Accountability Plan that includes support for the arts, grants will continue to play an important role in funding arts education in Fountain Valley. In order for the District to remain eligible for grant funding opportunities, it is necessary to update the five-year Strategic Arts Education Plan to reflect the District's current status and future needs in this area.

RECOMMENDATION

It is recommended that the Board of Trustees approve the revised Strategic Arts Education Plan for 2014-2019.

Fountain Valley School District

Strategic Arts Education Plan

2014-2019

**Fountain Valley School District
Visual and Performing Arts Education Plan 2014-2019
Executive Summary**

Purpose

This document describes an action plan to further the implementation of the Visual and Performing Arts Education Plan 2008-2013, first adopted in the 2007. Fountain Valley School District is one of the first districts in the county to create a strategic plan for arts education that it has continued to move forward. The goals herein align with the district's mission statement that all students will have rigorous and relevant educational experiences. It provides a road map towards achieving an exemplary visual and performing arts program in which all students will have the opportunity to develop their appreciation, skills, and literacy in the arts. Through mastery of the arts disciplines students will become effective communicators enhancing and expanding their academic and life experiences. Students will be prepared to matriculate into high level programs offered at each of the high schools.

Rationale

Study of the arts in its many forms- whether as a stand alone subject or integrated into the school curriculum- is an essential part of achieving success in school, life, and work.¹ The arts can help students become tenacious, team-oriented problem solvers who are confident and able to think creatively.² The purposeful student engagement that is required in the creation of visual and performing arts effectively teaches the Partnership for 21st Century "4 C's" skills of creativity, collaboration, critical thinking, and communication. David Coleman, author of the Common Core State Standards and President and Chief Executive Officer of the College Board, states, "Meaningful appreciation and study of works of art begins with close observation. The Core Standards in Literacy similarly describe reading as the product of sustained observation and attention to detail. Particularly when encountering complex art, or reading the level of complex text students will need to be ready for college and careers, students will need to learn to re-examine and observe closely...The Core Standards in Literacy likewise require students to analyze "language that is particularly fresh, engaging, or beautiful."³

Research further indicates positive outcomes for comprehensive, inclusive arts education, K-12. Current data indicates:

- Involvement in the arts promotes academic success.⁴
- Learning in the arts helps students develop a sense that they can be agents of their own learning and that they can make a positive change in their own lives and in their surroundings.⁵
- Improved student behavior and attendance rates are attributed to the schools' arts programs.⁵
- The arts reach students who are not otherwise being reached.⁶
- The arts promote complexity in the learning experience.⁶

The Visual and Performing Arts Education Plan

The Fountain Valley School District Visual and Performing Arts Education Plan is written by a team of district teachers, administrators, parents, and the Huntington Beach Union High School District. The research building up to the writing of this plan included learning about current educational initiatives including the Common Core State Standards for Language Arts and Technical Subjects, the draft National Core Arts Standards, and reviewing accomplishments and gaps in the implementation of the 2007-2014 plan. Subsequently, the team envisioned what can be built upon in our accomplishments to date to ensure that every child in the district has access

**Fountain Valley School District
Visual and Performing Arts Education Plan Members
2013-2014**

Marion Benson – Teacher, Gistler Elementary School

Chris Christensen – Principal, Courreges Elementary School

Bridget Gersi – Teacher, Courreges Elementary School

Helena Hanna – Director, Southern Counties Arts Project, San Diego State University

Randi Hubbard – Teacher, Oka Elementary School

Brooke James – District Visual and Performing Arts Co-Coordinator and Teacher, Talbert Middle School

Jannette Johnson – Teacher, Fulton Middle School

Diane Makas – Artistic Director, Academy for the Performing Arts, Huntington Beach High School

Marilynn Manderscheid – Community Member

Joy Moyers – Parent, Newland Elementary School

Jill Richards – Teacher, Cox Elementary School

Anne Silavs – Assistant Superintendent, Instruction

Amelia Terich – District Visual and Performing Arts Co-Coordinator and Teacher, Plavan Elementary School

Jim Thomas – Arts Coordinator, Orange County Department of Education

Nicola Weiss – Parent, Courreges Elementary School and Talbert Middle School

Strategic Arts Education Plan 2014-2019
Fountain Valley School District

Focus Area: Communication			
Goal: Communicate, educate, and advocate the importance of arts education with principals, staff, parents and the community.			
Action Step	Outcome	Person Responsible	Funding Implications
Create a job description for the Site Arts Representative position Identify teachers to serve as Site Arts Representatives	Each site has a contact person for the arts who will be responsible for communication	Principals District administrators	Hourly stipend
Convene bi-monthly meetings for Site Arts Representatives	Site Arts Representative disseminate information from bi-monthly meetings	VAPA Coordinators District support staff SARs	Hourly stipend
Publish an arts education newsletter for teachers to support implementation of arts education Provide an arts update three times a year for parents disseminated via school newsletters Provide community news agencies with press releases regarding district arts events and news	Increased staff and community awareness Recognition of achievement in the arts	District and site administrators District support staff VAPA Coordinators Teachers	Printing

**Strategic Arts Education Plan 2014-2019
Fountain Valley School District**

Focus Area: Curriculum and Assessment			
Goal: Students have access to standards-based curriculum in the visual and performing arts and student progress is assessed through multiple measures.			
Action Step	Outcome	Person Responsible	Funding Implications
Expand use of K-5 Arts Advantage curriculum Develop school site schedule for instruction in the Arts Advantage curriculum Collect and review student work samples from each school site and assess using Arts Advantage rubrics during bi-monthly SARs meetings Display exemplary student artwork to demonstrate student achievement in the arts Expand VAPA offerings at the middle school level	K-6 teachers use district adopted Arts Advantage curriculum to instruct VAPA	VAPA Coordinators Assistant Superintendent Principals SARs	Release time
Develop a standards-based curriculum for grades 7-8	6-8 Students will have increased access to arts instruction 7-8 grade students have access to standards-based curriculum that is articulated across the district	Principals District administrators VAPA Coordinators Art and Music Teachers TCAP	Salaries Hourly stipend

**Strategic Arts Education Plan 2014
Fountain Valley School District**

Focus Area: Materials and Equipment			
Goal: Provide and replenish materials, supplies, and equipment to support standards-based arts instruction.			
Action Step	Outcome	Person Responsible	Funding Implications
Inventory materials needed for year-long delivery of arts curriculum	Students will receive year-long standards-based instruction	Assistant Superintendent District support staff VAPA Coordinators SARs	Supplies, materials, equipment
Maintain a small inventory of additional materials and supplies to support unexpected needs throughout the year			
Develop a plan for acquiring, replacing, and maintaining equipment for standards-based arts instruction			

**Strategic Arts Education Plan 2014
Fountain Valley School District**

Focus Area: Professional Development			
Goal: Ongoing professional development will be offered to all teachers to support implementation of standards-based curricula.			
Action Step	Outcome	Person Responsible	Funding Implications
Research available art training opportunities including Arts Advantage, and determine implementation timeline	Increased teacher capacity to provide high quality arts instruction	VAPA Coordinators	
Plan professional development offerings each year with SARs including Arts Advantage		SARs Assistant Superintendent VAPA Coordinators	Registrations Release time
Schedule voluntary 1-hour teacher workshops and refresher courses on Early Release Thursdays		SARs VAPA Coordinators Teachers Principals District support staff	Hourly stipend Materials

**Strategic Arts Education Plan 2014-2019
Fountain Valley School District**

Focus Area: Arts Specialists/Career Professionals			
Goal: Identify and utilize career professionals and highly qualified personnel to support a standards-based Visual and Performing Arts program.			
Action Step	Outcome	Person Responsible	Funding Implications
Survey parents and community members regarding career experience or expertise in the arts	A database of the career professionals who can be resources for arts instruction in the classroom	VAPA Coordinators	Printing
Schedule career professionals to support the VAPA program in our schools	Career professionals participate in visual and performing arts education at each school site	VAPA Coordinators Principals Teachers	None
Develop and disseminate list of quality arts programming available to schools Collaborate with school PTA/PTO representatives to support district arts plan	Each school will have documents that point them to outside resources that will aid instruction	VAPA Coordinators District support staff	Costs for programming
Continue to fund two VAPA Coordinators (elementary and middle school)	VAPA Coordinators oversee the implementation of the plan	Assistant Superintendent	Hourly stipend

**Strategic Arts Education Plan 2014
Fountain Valley School District**

Focus Area: Showcasing Student Accomplishments			
Goal: Student have the opportunity to showcase their learning.			
Action Step	Outcome	Person Responsible	Funding Implications
Partner with community agencies and businesses to showcase student work	Students will have a variety of public audiences for their work	VAPA Coordinators	Release time
Actively publicize visual and performing arts education through social media, newsletters, and other community promotion	Increased awareness of arts education provided by FVSD	Assistant Superintendent SARs	
Increase school visual arts shows and performances	Students will have increased opportunities to demonstrate their learning to public audiences	SARs Principals VAPA Coordinators	Release time

**Strategic Arts Education Plan 2014-2019
Fountain Valley School District**

Focus Area: Funding and Community Partnerships			
Goal: Secure sufficient public and private funding and develop partnerships to support Arts Plan.			
Action Step	Outcome	Person Responsible	Funding Implications
Develop relationships with community and corporate partners	Increased support for visual and performing arts programming	District and school administrators VAPA Coordinators	None
Research grant opportunities			
Apply for funding that meets arts education goals	Increased community engagement and awareness	VAPA Coordinators Assistant Superintendent	None
Invite or include community groups and city officials to participate in district arts events			



MEMORANDUM

TO: Marc Ecker, Ph.D., Superintendent
FROM: Anne Silavs, Assistant Superintendent, Instruction
SUBJECT: *Talbert Middle School Seventh Grade STEM Trip to the Ocean Institute at Dana Point*
DATE: April 21, 2014

BACKGROUND

Board Policy 6153 requires that the Board of Trustees annually approve a list of the Outdoor Science Education Study Trips. This list was approved by the Board of Trustees at the July 25, 2013 Board meeting.

Since that time, there has been an addition to this list. The seventh grade STEM Academy at Talbert will be attending an overnight trip to the Ocean Institute at Dana Point as part of the program. The dates of the trip are May 6-7, 2014.

The Ocean Institute has become nationally known for its hands-on marine science, environmental and ocean education, and maritime history programs. More than 115,000 K-12 students and 8,000 teachers annually participate in the Institute's 61 award-winning, immersion style programs. Participants learn about ocean facts, sea creatures, oceanography, science and California history. Students study in labs and live aboard tall ships or in the chaparral, where they can feel and taste the salty sea spray, sort through live specimens, observe migrating whales on their Dana Point whale watch cruises, collect scientific data and investigate the culture and world around them.

RECOMMENDATION

It is recommended that the Board of Trustees approve participation of the seventh grade STEM Academy at Talbert in the overnight trip to the Ocean Institute at Dana Point on May 6-7, 2014 as part of the program. The reason for late submittal is that the information was received after the deadline for the April Board meeting.

Fountain Valley School District
BUSINESS SERVICES DIVISION
ASB/S13-14 – 08

MEMORANDUM

TO: Marc Ecker, Superintendent
FROM: Christine Fullerton, Assistant Superintendent, Business Services
DATE: May 5, 2014
SUBJECT: **Approval of Financial Advisory Service Agreement with Government Financial Strategies, Inc.**

BACKGROUND

In November of 2013, the Board of Trustees approved a resolution to set aside the proceeds from the sale of two surplus school sites, \$35 million dollars, for the purpose of investing to maintain principal while maximizing returns. The Board of Trustees also approved action on the part of staff to implement a process to interview and select a financial advisor for the District's portfolio.

A quality process for choosing a money manager can result in significant monetary benefit to the District. Government Financial Strategies will assist the District with the following processes:

- Review the District's investment policy and update if needed,
- Discuss investment strategies with the Orange County Treasurer,
- Develop a Request for Proposal for an investment advisor if appropriate, and
- Develop a process for investment oversight, including the monitoring of account performance.

Impact

The scope of work outline in the contact with Government Financial Services is estimated to be approximately 80 hours at an hourly rate of \$225.00, plus travel expenses, not to exceed in total \$19,000.00. The District can use a portion of the remaining funds in Fund 40 to cover these expenses.

RECOMMENDATION

It is recommended that the Board of Trustees approve the Advisory Service Agreement with Government Financial Strategies, Inc. and authorize the Superintendent or his designee to sign all documents.



GOVERNMENT FINANCIAL STRATEGIES FINANCIAL ADVISORY SERVICES AGREEMENT

THIS AGREEMENT ("Agreement") is made this April 22, 2014, between Government Financial Strategies inc., a financial advisory firm ("Government Financial Strategies") and Fountain Valley School District ("Client") who agree as follows:

1. Scope of Work. Government Financial Strategies shall perform the services described in the scope(s) of work attached hereto as Exhibit A (the "Work"). Modifications, deletions and additions to the Work described in Exhibit A may be made, from time to time, upon the subsequent written agreement by both parties.

2. Payment.

a. In consideration for the Work to be provided by Government Financial Strategies under this Agreement, Client agrees to pay fees and expenses as set forth in Exhibit A.

b. For Work performed on a time and materials basis, Government Financial Strategies shall submit invoices to the Client on a monthly basis. For Work performed for a fixed fee, Government Financial Strategies shall submit invoices to the Client upon the completion of the Work or as otherwise identified in Exhibit A.

3. Term.

a. This Agreement shall terminate upon the later of the completion of the Work or June 30, 2016, unless earlier terminated as provided in subsection (b).

b. This Agreement may be terminated by either party upon thirty (30) days advance written notice to the other party.

c. Upon termination of this Agreement by either party, Client shall compensate Government Financial Strategies for all Work performed prior to termination. If the compensation identified in Exhibit A was on a time and materials basis, such compensation shall be based on time and materials incurred prior to termination. If the compensation identified in Exhibit A was on a fixed fee basis, such compensation shall be the greater of: 1) the percentage of services completed through the termination date multiplied by the fixed fee, or 2) the amount based on a time and materials basis, not to exceed the fixed fee. "Payment," "Ownership of Documents," "Indemnification," "Severability," "Governing Law and Venue," and "Entire Agreement" shall survive the termination of this Agreement.

4. Professional Ability and Loyalty. Government Financial Strategies represents that it possesses the skill to competently perform the Work, that it shall perform that Work in a manner equal to or exceeding generally accepted professional practices and standards for firms performing similar work, and that it will act in a manner it believes to be in the best interest of the Client rather than any third party.

5. Ownership of Documents. Every report, study, memo, letter, spreadsheet, worksheet, plan, graph, diagram, map, photograph, computer model, computer disk, computer software and other document or item prepared by Government Financial Strategies under this Agreement and provided to and paid for by the Client (the "Work Product") shall be the property of Client, and Client shall have the right to use, reuse, reproduce, publish, display, broadcast and distribute the

Work Product and to prepare derivative and additional documents or works based on the Work Product without further compensation to Government Financial Strategies. Government Financial Strategies may retain a copy of any Work Product and use, reproduce, publish, display, broadcast and distribute any Work Product and prepare derivative and additional documents or works based on any Work Product; provided, however, that Government Financial Strategies shall not provide any Work Product not previously made available to the public to any third party without Client's prior approval, unless compelled to do so by legal process. If Client reuses or modifies any Work Product for a use or purpose other than that intended by the Work under this Agreement, then Client shall hold Government Financial Strategies harmless against all claims, damages, losses and expenses arising from such reuse or modification.

6. Indemnification. Both parties shall indemnify, defend, protect, and hold harmless the other party, its officers, employees, volunteers and agents from and against any and all liability, losses, claims, damages, expenses, demands, and costs (including, but not limited to, attorney's fees) directly arising from any negligent act or omission, willful misconduct or violation of law of the other party.

7. Insurance.

a. Government Financial Strategies, at its sole cost and expense, shall procure and maintain for the duration of this Agreement workers compensation insurance in the amount required by statute, comprehensive general liability insurance with coverage of at least one million dollars (\$1,000,000) per occurrence and aggregate, automobile liability insurance with coverage of at least one million dollars (\$1,000,000) per accident, and professional errors and omissions insurance with coverage of at least one million dollars (\$1,000,000) per occurrence and aggregate.

b. Upon request, Government Financial Strategies shall provide to Client the evidence of such insurance.

8. Independent Contractor. Government Financial Strategies shall be an independent contractor in performing the Work and shall not act as an agent or employee of Client. The employees of Government Financial Strategies and its subcontractors are not employees of Client within the meaning or application of any federal or state unemployment insurance laws, social security law or any worker's compensation, industrial accident law or other industrial or labor law.

9. Non-Discrimination. Government Financial Strategies will not discriminate in any way against any person on the basis of race, color, religious creed, national origin, ancestry, sex, sexual orientation, age, physical handicap, medical condition or marital status in connection with, or related to, the performance of this Agreement.

10. Successors and Assigns. This Agreement shall bind and inure to the benefit of the successors and assigns of the parties; however, Government Financial Strategies shall not assign its rights and obligations under this Agreement without the prior written consent of Client, which consent shall not be unreasonably withheld.

11. No Waiver of Rights. Any waiver at any time by either party of its rights as to a breach or default of this Agreement shall not be deemed to be a waiver as to any other breach or default.

12. Severability. If any provision of this Agreement is held to be illegal, invalid or unenforceable, the legality, validity, and enforceability of the remaining provisions of this Agreement shall not in any way be affected or impaired.

13. Governing Law and Venue. This Agreement will be governed by and construed in accordance with the laws of the State of California. The county and federal district court where the Client's main office is located shall be venue for any state and federal court litigation concerning the enforcement or construction of this Agreement.



14. Notice. All notices that are required or permitted to be given under this Agreement shall be in writing and sent by either personal delivery, nationally recognized overnight courier service or prepaid, first class United States postal mail. Notices shall be sent to the addresses listed below, or to such other address as either party may specify in writing:

Government Financial Strategies:

Government Financial Strategies
Attn: Lori Raineri, President
1228 N Street, Suite 13
Sacramento, CA 95814-5609


Client:

Fountain Valley School District
Attn: Christine Fullerton
Assistant Superintendent, Business Services
10055 Slater Avenue
Fountain Valley, CA 92708

15. Entire Agreement. This Agreement represents the sole, final, complete, exclusive and integrated expression and statement of the terms between the parties concerning the Work, and supersedes all prior oral and/or written negotiations, representations or contracts. This Agreement may be amended only by written agreement by both parties.

IN WITNESS HEREOF, the parties have caused this Agreement to be signed by their duly authorized representatives.

Government Financial Strategies inc.

By: 

Lori Raineri
President

Fountain Valley School District

By: _____

Christine Fullerton
Assistant Superintendent,
Business Services

EXHIBIT A

SCOPE(S) OF WORK

(Attached)



Government Financial Strategies will provide general financial planning and advisory services to Fountain Valley School District which include but are not limited to the following: a review of facilities needs and costs, a review of short term and long term cash flow schedules, identification and classification of existing and potential revenue sources, assistance with the production of a comprehensive financial plan, financial advisory services in connection with any debt issues, participation in real estate negotiations, general background information on real estate acquisition and lease agreements, allocation of revenues to expenditures, development of financial strategies, reviews of documents, and presentations to the governing board.

In consideration of the services provided, Fountain Valley School District will pay Government Financial Strategies hourly fees of \$225 for services, plus out-of-pocket expenses (such as mileage, meals, etc.). For travel time, Fountain Valley School District will pay Government Financial Strategies hourly fees of \$112.50.



MEMORANDUM

To: Marc Ecker
Christine Fullerton

From: Lori Raineri 
Keith Weaver 

Date: April 22, 2014

Re: Scope of Work for Investment Process

Marc and Christine, thank you again for the opportunity to work with Fountain Valley School District. We have prepared a scope of work to develop a process for investment of funds the District received from the sale of unneeded real estate.

The importance of having a quality investment process is that money management is expensive. Money managers can charge fees of 0.15% annually and up (in our case, approximately \$50,000 annually and up) and even a difference in investment performance of just 0.25% annually can mean a difference to us of nearly \$100,000 annually in earnings. Therefore, a quality process can result in significant benefits to the District.

We anticipate our firm would be involved with the following tasks:

- Review of the District's investment policy, and updating as needed in regard to:
 - Relevant Education Code and Government Code statutes
 - California School Accounting Manual
 - Best practices as published by the Government Finance Officers Association
- Discuss with the County Treasurer:
 - Capacity to separately invest the funds outside of the County Pool
 - Recommendations on identification of potential investments
 - Recommendations on oversight and measurement of performance
- If needed, develop a Request for Proposal process for an investment advisor, including:
 - Identify a pool of investment advisors to receive the RFP
 - Draft the RFP
 - Review and evaluate the RFP responses
 - Assist with the interview process
 - Prepare a memorandum documenting the selection process
- Help create a process for oversight of the investments, including:
 - Monitoring of account performance
 - Measurement of performance against benchmarks
 - Budgeting of investment income
 - Prepare a memorandum documenting the oversight process

For this work, we propose to work on an hourly basis. Our hourly billing rate is \$225 per hour, plus out-of-pocket expenses. Travel time is billed at half the rate, \$112.50 per hour.

Based on the services described above, we estimate a budget of 80 hours, which at our hourly rate would result in a budget for professional services of \$18,000, plus out-of-pocket expenses (such as travel costs) not-to-exceed \$1,000 for a total budget of not-to-exceed \$19,000. We believe the estimated budget can be paid from the District's Fund 40 Special Reserve Fund for Capital Outlay Projects, although this could be confirmed with Wendy Benkert at Orange County Department of Education.

We will strive to work as efficiently as possible and if less time is needed, then the District will benefit. We will not exceed the estimated budget without authorization from you.

Marc and Christine, as you know, our commitment to our clients is "100 percent satisfaction guaranteed, 100 percent of the time".

Thank you.

LR:KW/abm

Fountain Valley School District
BUSINESS SERVICES DIVISION
DFS/14/15 -- 58
M E M O R A N D U M

TO: Marc Ecker, Superintendent
FROM: Scott R. Martin, Director, Fiscal Services
SUBJECT: **STUDENT ACCIDENT INSURANCE – 2014/2015**
DATE: April 24, 2014

BACKGROUND

School districts do not provide medical/dental insurance coverage for students who are accidentally injured at school. Districts may, however, approve the selection of an insurance company to distribute information to parents regarding a student accident insurance plan for parent election, on a voluntary basis, and at parent cost. While rates are somewhat similar between companies, BCS Insurance Company, administered by Meyers-Stevens & Toohy & Company, Inc., offers a low-cost plan which appears to provide the most extensive coverage.

Insurance coverage is required for all sports and extra curricular activities such as cheerleading and band. The coverage provided by the above policy meets this requirement.

RECOMMENDATION

It is recommended that the Board of Trustees approve the selection of BCS Insurance Company, administered by Myers-Stevens & Toohy & Company, Inc., to distribute information regarding student accident insurance to parents in the 2014/2015 school year.

cl



Fountain Valley School District

10055 Slater Avenue, Fountain Valley, CA 92708 (714) 843-3228 www.fvsd.k12.ca.us

MEMORANDUM

TO: Marc Ecker, Superintendent

FROM: Cathie Abdel, Asst. Superintendent, Personnel

SUBJECT: NOTICE OF LAYOFF FOR CLASSIFIED POSITIONS – ELIMINATION OF POSITIONS

DATE: April 28, 2014

BACKGROUND

As a result of a review of staffing in the Special Education department, as well as student changes for next school year, there are several classified Instructional Assistant positions recommended for elimination.

In addition, during the fall of this 2013-14 school year, there were two classrooms which required an “overenrollment aide” as specified in the FVEA contract. This was due to the fact that enrollment in a 4th and 5th grade classes increased to 34 students. Since it is too early to be certain of enrollment and whether extra staffing hours are needed next fall, it is recommended that the positions be eliminated.

Notice to the persons serving in the positions affected by this layoff shall be in accordance with Education Code 45117, Article XI, Section 2.A. of the collective bargaining agreement, and Personnel Commission Rule 603.

IMPACTS

The following classified positions shall be eliminated following the required 60 day notice (as of July 18, 2014):

<u>Classification</u>	<u>Work site</u>	<u>Hours/week</u>
Instructional Assistant, Discrete Trial Training	Talbert	28.75
Instructional Assistant, Special Education	Courreges	28.5
	Cox	18.75
	Fulton	20
	Oka (2)	25, 15

<u>Classification</u>	<u>Work site</u>	<u>Hours/week</u>
Instructional Assistant, Special Education (SH/PH)	Cox	21.25
	Fulton	28.75
	Oka	29
Instructional Assistant	Courreges	10
	Gisler	10

RECOMMENDATION

It is recommended that the Board of Trustees eliminate the positions so designated on the effective date listed above.

Approved:

 Marc Ecker, Superintendent

 Date

C: Ross Hessler, Director, Human Resources

FOUNTAIN VALLEY SCHOOL DISTRICT

PERSONNEL

TO: Dr. Marc Ecker, Superintendent
FROM: Cathie Abdel, Assistant Superintendent, Personnel
SUBJECT: Receipt of Fountain Valley Education Association's Initial Contract
Proposals for 2014-2015
DATE: May 5, 2014

BACKGROUND

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

RECOMMENDATION

It is recommended that the Board of Trustees receive the 2014-2015 initial contract proposals of the Fountain Valley Education Association.

Reference: Government Code Section 3547 - Collective Bargaining Attachment.

FVIEA

Fountain Valley Education Association

10231 Slater Avenue, Suite 106
Fountain Valley, CA 92708
(714) 378-0181

Thursday, May 01, 2014

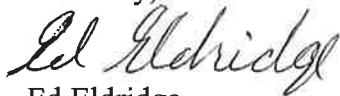
Dr. Marc Ecker, Superintendent
Fountain Valley School District
10055 Slater Avenue
Fountain Valley, CA 92708

Dear Dr. Ecker,

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

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

Sincerely,



Ed Eldridge
President, Fountain Valley Education Association

CC: Cathie Abdel, Personnel

FOUNTAIN VALLEY EDUCATION ASSOCIATION

The Fountain Valley Education Association will enter into bargaining with the Fountain Valley School District for the purpose of negotiating a successor agreement to the contract currently in effect through June 30, 2014.

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

NEGOTIATIONS ISSUES

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

FOUNTAIN VALLEY SCHOOL DISTRICT
Personnel 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 Fountain Valley Education Association**

DATE: May 5, 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 Fountain Valley Education Association:

Article II	District Rights	Article IX	Leaves
Article III	Grievances	Article X	Safety
Article IV	Employee Rights	Article XI	Class Size
Article V	Organizational Security	Article XII	Evaluation
Article VI	Hours of Employment	Article XIII	Transfer and Assignment
Article VII	Wages	Article XIV	Voluntary Early Retirement
Article VIII	Health and Welfare Benefits	Article XV	PAR Program/Mentor Teacher
		Article XXI	Term

In addition to the above, FVEA 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 the Fountain Valley Education Association.

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

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: April 30, 2014
Subject: **Non-Public School Contract Addendums**

Board Meeting Date: May 15, 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
324571-2411	Therapeutic Education Centers	2,300.00	2013-07-01 to 2014-06-30

Approved by the FVSD Board of Trustees
May 15, 2014

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 15th of May, 2014 between the Fountain Valley School District, County of Orange and Therapeutic Education Centers for (Local Education Agency) (Nonpublic School or Agency)

324571-2411 born on _____, who is a resident of Fountain Valley School District of (Name of Student) (Date of Birth) (Local Education Agency) of 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
0. Basic Education Program	NPS	1 Day	163.00	209.00	34,067.00
1. Transportation	NPS	1 Day	62.00	209.00	12,958.00
TOTAL ORIGINAL CONTRACT COST					47,025.00

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
2. Home Intervention (20 hrs total)	NPS	1 Day	115.00	20.00	2,300.00
TOTAL ADDENDUM CONTRACT COST					2,300.00

AMENDED CONTRACT

SERVICES AS PROVIDED IN AMENDED CONTRACT	Provider Type	Per Session Total	Cost Per Session	Maximum No. Sessions	Total Amended Cost
0. Basic Education Program	NPS	1 Day	163.00	209.00	34,067.00
1. Transportation	NPS	1 Day	62.00	209.00	12,958.00
2. Home Intervention (20 hrs total)	NPS	1 Day	115.00	20.00	2,300.00
TOTAL AMENDED CONTRACT COST					49,325.00

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-

Therapeutic Education Centers
(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: April 30, 2014
Subject: **Non-Public Agency Contracts**

Board Meeting Date: May 15, 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
351264-2822	Dr. Chris Davidson	4,500.00	July 01, 2013 to June 30, 2014
351264-2823	Abby Rozenberg	1,870.00	July 01, 2013 to June 30, 2014

Approved by the FVSD Board of Trustees
May 15, 2014

Marc Ecker, Ph.D.
Superintendent

INDEPENDENT CONTRACTOR AGREEMENT

THIS AGREEMENT is made and entered into this 15th day of May, 20 14, by and between Abby Rozenberg hereinafter referred to as "Independent Contractor" and Fountain Valley School District, hereinafter referred to as "District."

WHEREAS, the District is in need of special services and advice in financial, economic, accounting, engineering, or administrative matters; and

WHEREAS, such services and advice are not available at no cost from public agencies; and

WHEREAS, Independent Contractor is specially trained, experienced and competent to provide the special services and advice required; and

WHEREAS, such services are needed on a limited basis;

NOW, THEREFORE, the parties hereto agree as follows:

1. SERVICES TO BE PROVIDED BY Independent Contractor:

To provide Independent Educational Speech and Language Evaluation services to 351264-2823.

2. The Independent Contractor will commence providing services under this AGREEMENT on July 1 20 13, and will diligently perform as required and complete performance by June 30 20 14. The Independent Contractor will perform said services as an independent calling and not as an employee of the District. Independent Contractor shall be under the control of the District as to the result to be accomplished and not as to the means or manner by which such result is to be accomplished.

3. The District will prepare and furnish to the Independent Contractor upon request such information as is reasonably necessary to the performance of the Independent Contractor to this AGREEMENT.

4. The District shall pay the Independent Contract _____
A total not to exceed \$1,870.00 at \$1,870.00 per Evaluation

for services pursuant to this AGREEMENT Payment shall be made **upon receipt of an invoice**

:

Independent Contractor shall submit an invoice to the District 30 days in advance of each payment due date.

5. The District may at any time for any reason terminate this AGREEMENT and compensate Independent Contractor only for services rendered to the date of termination. Written notice by the District's Superintendent shall be sufficient to stop further performance of services by Independent Contractor. The notice shall be deemed given when received or not later than three days after the day of mailing whichever is sooner.

6. Independent Contractor agrees to and shall hold harmless and indemnify the District, its officers, agents, employees from every claim or demand and every liability or loss, damage, or expense of any nature whatsoever, which may be incurred by reason of.

- (a) Liability for damages for death or bodily injury to property, or any other loss, damage or expense sustained by the Independent Contractor or any person, firm or corporation employed by the Independent Contractor upon or in connection with the services called for in the AGREEMENT except for liability for damages referred to above which result from the sole negligence or willful misconduct of the District, its officers, employees, or agents.

- (b) Any injury to or death of persons or damage to property, sustained by any persons, firm or corporation, including the District, arising out of, or in way connected with the services covered by this AGREEMENT, whether said injury or damage occurs either on or off school property, except for liability for damages which result from the sole negligence or willful misconduct for the District, its officers, employees, or agents.

INDEPENDENT CONTRACTOR AGREEMENT

Page Two

The Independent Contractor, at Independent Contractor's expense, cost, and risk, shall defend any and all actions, suits, or other proceeding that may be brought or instituted against the District, its officers, agents, or employees on any such claim, demand or liability and shall pay or satisfy any judgement that may be rendered against the District, its officers, agents or employees in any action, suit or other proceedings as a result thereof.

- 7. The AGREEMENT is not assignable without written consent of the parties hereto.
- 8. Independent Contractor shall comply with all applicable federal, state and local laws, rules, regulations, and ordinances including worker's compensation.
- 9. Independent Contractor, if any employee of another public agency, certifies that Independent Contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this AGREEMENT.
- 10. Independent Educational Evaluators and related Evaluations must adhere to West Orange County Consortium for Special Education (WOCCSE) IEE Definitions and Procedures (Appendix A) and IEE Criteria (Appendix B), including provision to District of protocols (or copies thereof) and a written report.
- 11. The services completed herein must meet the approval of this District and shall be subject to the District's right of inspection to secure the satisfactory completion thereof. If any services performed by Contractor do not conform to specifications and requirements of this Agreement, District may require Contractor to re-perform the services until they conform to said specifications and requirements, at no additional cost, and District may withhold payment for such services until Contractor correctly performs them. When the services to be performed are of such a nature that Contractor cannot correct its performance, the District shall have the right to (1) require the Contractor to immediately take all necessary steps to ensure future performance of services conforms to the requirements of this Agreement, and (2) reduce the contract price to reflect the reduced value of the services of the services received by the District. In the event Contractor fails to promptly re-perform the services or to take necessary steps to ensure that the future performance of the service conforms to the specifications and requirements of this Agreement, the District shall have the right to either (1) without terminating this Agreement, have the services performed by contract or otherwise, in conformance with the specifications of this Agreement and charge Contractor, and/or withhold from payment due to Contractor, any costs incurred by District that are directly related to the performance of such services, or (2) terminate this Agreement for default.

IN WITNESS WHEREOFF, The parties hereto have caused this AGREEMENT to be executed.

INDEPENDENT CONTRACTOR

Signature

Abby Rozenberg
Printed Name

2900 Bristol Street, B103
Address

Costa Mesa, CA 92626
City, State, Zip

714-478-1141
Phone No. FAX No.

52-2450106
Federal ID for business/Social Security No. for individuals

Date
AbbyRozenberg_Contract

**FOUNTAIN VALLEY
SCHOOL DISTRICT**

Signature

Marc Ecker, Ph. D.
Superintendent
10055 Slater Ave.
Fountain Valley, CA 92708

Date

WEST ORANGE COUNTY CONSORTIUM FOR SPECIAL EDUCATION

INDEPENDENT EDUCATIONAL EVALUATIONS

Definitions and Procedures

“*Independent Educational Evaluation (IEE)*” means an evaluation conducted by a qualified examiner who is not employed by the District.

“*Public Expense*” means that the District either pays for the full cost of the evaluation or components or ensures that the evaluation or components are otherwise provided at no cost to the parent/guardian.

PARENT REQUESTS FOR AN IEE:

A parent may request an IEE at public expense if they disagree with an assessment conducted by the District. The primary purpose of an IEE is to be able to compare it to the disputed District assessment so that IEP decisions can be made based on a consideration of both assessments. Therefore, parent’s request for an IEE at public expense must be made within a reasonable time following the completion of the District’s assessment, generally within one year.

If a parent requests an IEE at public expense the District will, without unnecessary delay, either (1) initiate a due process hearing to establish that its assessment is appropriate, or (2) ensure that an IEE is provided at public expense.

If a parent makes a verbal request for an IEE during an IEP team meeting, the request will be included in the notes for the IEP team meeting. If a parent makes a verbal request for an IEE outside of an IEP team meeting, the appropriate staff person will inform the parent that the request should be in writing, and will offer assistance to write the request, if appropriate.

A parent may be requested to indicate the reasons for disagreement with the District assessment, however, the parent is not required to specify the areas of disagreement with the District’s assessment as a condition to obtaining an IEE at public expense, and the District may not delay a response to the parent’s request if no further information is provided.

The District does not have an obligation to reimburse a parent for IEEs initiated prior to the date that the District’s assessment is completed and discussed at an IEP team meeting.

A parent is only entitled to reimbursement for one IEE at public expense for each assessment completed by the District with which the parent disagrees.

When a parent requests that an IEE be conducted, the school shall notify the District’s Director of Special Education, or designee. The District may, in an attempt to resolve the parent’s disagreement with the District’s assessment, propose that additional assessment(s) be conducted by District or WOCCE staff, qualified assessors from other public agencies, or private sector providers at district expense.

If the District agrees to provide or fund an IEE, the parent will be notified in writing whom to contact at the District office and/or by what other means the parent may start the IEE process. The written notice will be accompanied by the WOCCE IEE Definitions and Procedures, IEE

Criteria, and Sources of Independent Evaluation by Area of Assessment. While the District will not limit the parent's time to obtain the IEE, parents are encouraged to obtain the IEE within a reasonable period of time, in order to allow for a meaningful review of the IEE by the IEP team after review of the District's assessment.

If a parent requests reimbursement or payment for an IEE which has already been completed, without previously making such a request, the District will either agree to fund the costs of the IEE, or file a request for due process hearing to defend its assessment without unnecessary delay. Under these circumstances, the IEE obtained by the parent still must comply with the WOCCE IEE criteria.

If the parent chooses to obtain an IEE at their own expense, the IEP team will still fully consider the IEE in making educational decisions for the student.

If the District initiates a due process hearing and the final decision is that the District's assessment is appropriate, the parent still has the right to obtain an IEE, but not at public expense.

PARENT SELECTION OF AN INDEPENDENT EVALUATOR:

The parent has the right to choose an independent evaluator from the WOCCE Sources of Independent Evaluation by Area of Assessment list. The District must allow parents the opportunity to select a qualified evaluator that meets the WOCCE IEE criteria for qualified evaluators, even if the evaluator is not on the list of potential evaluators established by WOCCE.

If the parent elects to obtain an IEE by an evaluator not on the WOCCE Sources of Independent Evaluation by Area of Assessment, and the District/WOCCE determines the evaluator does not meet the WOCCE IEE criteria for one or more areas assessed, the District may decline payment for all or part of the costs of the IEE, as appropriate, if there is no justification for selection of an evaluator that does not meet the WOCCE IEE criteria. In the event this occurs, the District will file a request for a due process hearing seeking a determination that the IEE does not comply with the WOCCE IEE criteria without unnecessary delay.

It is the parent's responsibility to inform the independent evaluator of the WOCCE IEE criteria and procedures and it is suggested that the parent provide the independent evaluator with a copy of these procedures.

IEE COMPONENTS:

All assessments must be conducted in accordance with all requirements of federal and state law, and consistent with the requirements of evaluations conducted by District staff as described in the California Education Code and Code of Federal Regulations. Consistent with these requirements, IEEs must comply with and/or address all of the following:

1. Be conducted in the primary language or mode of communication of the student unless it is clearly not feasible to do so;
2. Utilize tests and assessment instruments which are not racially, culturally or ethnically biased;

3. Rely upon test data that is valid and reliable, including that it is administered in conformance with the instructions provided by the test provider;
4. Conduct an observation of the student in an appropriate educational setting, and note the student's relevant behaviors in that setting; and,
5. Include a determination of whether the student may need special education and/or related services and the basis for making that determination.

IEP TEAM CONSIDERATION OF THE IEE:

IEEs are designed to assist in the determination of the educational needs of students with disabilities. The IEP team is ultimately responsible for determining placements and services. The results of the IEE(s) will be considered in making educational decisions as required by Title 34 of the Federal Code of Regulations and/or Section 504 of the Rehabilitation Act of 1973. However, IEEs will not control the IEP team's determinations regarding eligibility for special education, appropriate goals, and/or placement and services recommendations.

RELEASE OF INFORMATION AND RESULTS:

As part of the evaluation, independent evaluators must agree to release their assessment information and results, including copies of any and all test protocols utilized in the assessment process as well as written report(s) of results, directly to the District prior to the receipt of payment (or reimbursement to parent) for their assessment.

COST LIMITATIONS:

The cost of the IEE shall be comparable to those costs that the District incurs when it uses its own employees or contractors to perform similar assessments. The cost of the IEE must also be reasonable and consistent with the costs being charged by comparably qualified evaluators in the areas being assessed. The costs charged to the District may also not exceed the fees the evaluator requires of other agencies or parents for such an assessment, when the components of the evaluation are comparable.

Costs may include observation, record review, administration and scoring of tests, report writing and attendance in person or by phone at an IEP team meeting for the purpose of reviewing the IEE report.

GEOGRAPHIC LIMITATIONS:

Independent evaluators must be located in Orange County, or within thirty (30) miles of the District. Travel expenses, whether by parent or the assessor, for any greater distance, shall not be at the cost of the District, unless the parent can demonstrate why it is not feasible to use a qualified evaluator within these geographic boundaries.

PAYMENT FOR COMPLETED IEE:

Upon completion of the IEE, it is the parent's responsibility to provide the District with the IEE report, test protocols, invoice of costs incurred for services provided, and proof of payment (if applicable). Once the completed IEE and required documentation has been provided to the District, it is the responsibility of the District's Director of Special Education or designee to determine whether the completed IEE meets the WOCCE IEE criteria. Payment may be limited for any test administration or other portion of the assessment conducted beyond the assessor's area(s) of expertise.

If the parent elected an evaluator with whom the District has a contractual relationship, as confirmed by the District/WOCCE, then payment shall be made directly to the independent evaluator. If the parent elected an evaluator who does not have a contract with the District, then reimbursement for the costs of the IEE shall be made to the parent in a timely manner.

Reimbursement will be in accordance with the District's policies and procedures and in the amount no greater than the actual cost to the parents.

SPECIAL CONSIDERATIONS:

Consideration shall be given to unique circumstances when necessary to assist a parent in obtaining an IEE at public expense. Any such request shall be made to the District's Director of Special Education, or designee.

WEST ORANGE COUNTY SPECIAL EDUCATION LOCAL PLAN AREA

INDEPENDENT EDUCATIONAL EVALUATIONS

Criteria

IEE COMPONENTS:

All assessments must be conducted in accordance with all requirements of federal and state law, and consistent with the requirements of evaluations conducted by District staff as described in the California Education Code and Code of Federal Regulations. Consistent with these requirements, IEEs must comply with and/or address all of the following:

1. Be conducted in the primary language or mode of communication of the student unless it is clearly not feasible to do so;
2. Utilize tests and assessment instruments which are not racially, culturally or ethnically biased;
3. Rely upon test data that is valid and reliable, including that it is administered in conformance with the instructions provided by the test provider;
4. Conduct an observation of the student in an appropriate educational setting, and note the student's relevant behaviors in that setting; and,
5. Include a determination of whether the student may need special education and/or related services and the basis for making that determination.

COST LIMITATIONS:

The cost of the IEE shall be comparable to those costs that the District incurs when it uses its own employees or contractors to perform similar assessments. The cost of the IEE must also be reasonable and consistent with the costs being charged by comparably qualified evaluators in the areas being assessed. The costs charged to the District may also not exceed the fees the evaluator requires of other agencies or parents for such an assessment, when the components of the evaluation are comparable.

Costs may include observation, record review, administration and scoring of tests, report writing and attendance in person or by phone at an IEP team meeting for the purpose of reviewing the IEE report.

GEOGRAPHIC LIMITATIONS:

Independent evaluators must be located in Orange County, or within thirty (30) miles of the District. Travel expenses, whether by parent or the assessor, for any greater distance, shall not be at the cost of the District, unless the parent can demonstrate why it is not feasible to use a qualified evaluator within these geographic boundaries.

MINIMUM QUALIFICATIONS FOR EVALUATORS:

All assessments must be conducted by persons competent to perform the assessment as determined by the District/WOCCSE as described in the California Education Code and the Code of Federal Regulations. Evaluators with credentials other than those listed below will not be approved unless the parent can demonstrate the appropriateness of using an evaluator meeting other qualifications.

<u>Type of Assessment</u>	<u>Examples of Tests or Tools</u>	<u>Qualified Assessor(s)</u>
Academic Achievement	Wechsler Individual Achievement Test–Third Edition (WIAT–III), Woodcock Johnson Test of Academic Achievement, Wide Range Achievement Test, 4th edition (WRAT-4), Kaufman Test of Educational Achievement, Second Edition (KTEA-II), KeyMath3™ Diagnostic Assessment, Gray Oral Reading Test-Fourth Edition (GORT-4), Woodcock Reading Mastery Tests, Third Edition (WRMT-III)	Credentialed Special Education Teacher, Licensed Educational Psychologist, or School Psychologist
Adaptive Behavior	Adaptive Behavior Assessment System — Second Edition (ABAS — Second Edition), Child Development Inventory (CDI), Adaptive Behavior Assessment System-Second Edition (ABAS-II) Vineland Adaptive Behavior Scales, Second Edition (Vineland-II)	School Psychologist or Licensed Educational Psychologist
Assistive Technology	Observations, Interview with Significant Others, Life Space Access Profile	Credentialed or Licensed Speech/Language Pathologist with additional training in AT, Special Education Teacher with additional training in AT and authorized to teach students who are physically handicapped, orthopedically impaired, or severely handicapped
Auditory Acuity/Hearing and Sound Processing	Sound Field Measure, Acoustic Testing, Auditory Continuous Performance Test (ACPT), SCAN-3:A Tests for Auditory Processing Disorders in Adolescents and Adults (SCAN3:A), SCAN–3:C Tests for Auditory Processing Disorders for Children (SCAN-3:C)	Licensed or Credentialed Audiologist

<u>Type of Assessment</u>	<u>Examples of Tests or Tools</u>	<u>Qualified Assessor(s)</u>
Auditory Processing	Test of Auditory Processing Skills (TAPS), Visual Auditory Digit Span Test (VADS)	School Psychologist or Licensed Educational Psychologist
Cognitive Functioning & Ability	Comprehensive Test of Nonverbal Intelligence, Second Edition (CTONI-2), Developmental Assessment of Young Children (DAYC), Southern California Ordinal Scales of Development, Scale of Cognition, Differential Ability Scales-II (DAS-II), Kaufman Assessment Battery for Children, Second Edition (KABC-II), Kaufman Brief Intelligence Test, Second Edition (KBIT-2), Naglieri Nonverbal Ability Test®–Second Edition (NNAT–2), Test of Nonverbal Intelligence, Fourth Edition (TONI-4), Wechsler Intelligence Scale for Children — Fourth Edition (WISC-IV), Wechsler Adult Intelligence Scale—Fourth Edition (WAIS–IV)	School Psychologist or Licensed Educational Psychologist
Emotions/Behaviors	BASC-2 (Behavior Assessment System for Children, Second Edition), Child Development Inventory (CDI), Draw-A-Person Screening for Emotional Disturbance (DAP:SPED), Children's Apperception Test (CAT), Devereux Behavior Rating Scale, Draw A Person: A Quantitative Scoring System (Draw A Person: QSS), Thematic Apperception Test (TAT), Children's Depression Inventory (CDI), Conners 3rd Edition (Conners 3), Children's Depression Inventory 2 (CDI-2), Children's Depression Rating Scale, Revised (CDRS-R), Piers-Harris Children's Self-Concept Scale, Second Edition (Piers-Harris 2), Reynolds Adolescent Depression Scale, Second Edition (RADS-2), Revised Children's Manifest Anxiety Scale: Second Edition (RCMAS-2)	School Psychologist, Licensed Educational Psychologist, or Licensed Clinical Social Worker

<u>Type of Assessment</u>	<u>Examples of Tests or Tools</u>	<u>Qualified Assessor(s)</u>
Executive Functioning	Brown Attention-Deficit Disorder Scales (Brown ADD Scales), Children's Category Test (CCT), Children's Memory Scale (CMS), Delis-Kaplan Executive Function System (D-KEFS), Test of Memory and Learning, Second Edition (TOMAL-2), Visual Aural Digit Span Test (VADS), Behavior Rating Inventory of Executive Function (BRIEF), Wide Range Assessment of Memory and Learning, Second Edition (WRAML2)	School Psychologist or Licensed Educational Psychologist
Fine Motor	Bruininks-Oseretsky Test of Motor Proficiency, Second Edition (BOT-2), Southern California Ordinal Scales of Development, Scale of Fine Motor, Peabody Developmental Motor Scales, Second Edition (PDMS-2)	Licensed Occupational Therapist
Functional Analysis Assessment (for serious problem behaviors)	Functional Assessment and Intervention System: Improving School Behavior (FAIS), Motivation Assessment Scale, Observations, Interviews with Significant Others. Data Collection and Interpretation	Licensed Educational Psychologist or School Psychologist or otherwise qualified person with comprehensive training in behavior analysis with an emphasis on positive behavioral interventions and knowledge of Title 5 of California Code of Regulations, Section 3052 (Hughes Bill)
Functional Behavior (for behaviors that impede learning)	Observations, Interviews with Significant Others, Data Collection and interpretation	Licensed Educational Psychologist or School Psychologist or otherwise qualified person with comprehensive training in behavior analysis with an emphasis on positive behavioral interventions
Gross Motor	Southern California Ordinal Scales of Development, Scale of Gross Motor, Peabody Developmental Motor Scales, Second Edition (PDMS-2), Test of Gross Motor Development, Second Edition (TGMD-2)	Licensed Physical Therapist or Credentialed Adaptive Physical Education Specialist
Health Factors	Hearing Screening, Vision Screening, Physical Examination	Licensed Physician or Licensed Nurse

<u>Type of Assessment</u>	<u>Examples of Tests or Tools</u>	<u>Qualified Assessor(s)</u>
Neurological Functioning	Quick Test of Cognitive Speed, Brief Neuropsychological Cognitive Examination (BNCE), Kaplan Baycrest Neurocognitive Assessment (KBNA), Benton Visual Retention Test, Fifth Edition, NEPSY - Second Edition (NEPSY - II), Neurobehavioral Functioning Inventory (NFI), Brief Neuropsychological Cognitive Examination (BNCE)	School Psychologist with specialized training in neuropsychological testing, Licensed Educational Psychologist with specialized training in neuropsychological testing, or Physician with certification in neurological processing
Oral Motor	Oral-Motor Feeding Rating Scale, Kaufman Speech Praxis Test for Children, Apraxia Profile, Oral Speech Mechanism Screening, Examination, Third Edition (OSMSE-3); Verbal Motor Production Assessment for Children (VMPAC); clinical observation	Licensed Occupational Therapist or Credentialed or Licensed Speech/Language Pathologist
Sensory Processing/ Sensory Motor Processing	Adolescent/Adult Sensory Profile, DeGangi-Berk Test of Sensory Integration (TSI), Sensory Profile, Sensory Integration and Praxis Tests (SIPT), Sensory Processing Measure (SPM)	Licensed Occupational Therapist
Social Skills	Asperger Syndrome Diagnostic Scale (ASDS), Childhood Autism Rating Scale, Second Edition (CARS-2), Gilliam Asperger's Disorder Scale (GADS), Gilliam Autism Rating Scale – Second Edition (GARS-2), Social Skills Rating System (SSRS); Asperger Syndrome Diagnostic Scale (ASDS), Autism Diagnostic Observation Schedule (ADOS)	School Psychologist or Licensed Educational Psychologist

<u>Type of Assessment</u>	<u>Examples of Tests or Tools</u>	<u>Qualified Assessor(s)</u>
Speech and Language	Diagnostic Evaluation of Articulation and Phonology (DEAP) , Boehm Test of Basic Concepts, Third Edition (Boehm-3), Bracken Basic Concept Scale: Expressive (BBCS:E), Clinical Evaluation of Language Fundamentals - Fourth Edition (CELF - 4), Children’s Communication Checklist—2 U.S. Edition (CCC—2), Comprehensive Assessment of Spoken Language (CASL), Comprehensive Test of Phonological Processing (CTOPP), Peabody Picture Vocabulary Test, Fourth Edition (PPVT-4), Southern California Ordinal Scales of Development, Scale of Communication, Expressive and Receptive One-Word Picture Vocabulary Tests, Fourth Edition (EOWPVT, ROWPVT), Expressive and Receptive One-Word Picture Vocabulary Tests, Fourth Edition (EOWPVT, ROWPVT), Goldman-Fristoe Test of Articulation 2, OWLS: Listening Comprehension (LC) Scale & Oral Expression (OE) Scale, Preschool Language Scale, Fourth Edition (PLS-4) English Edition, Receptive-Expressive Emergent Language Test—Third Edition (REEL-3), Bracken Basic Concept Scale – Third Edition: Receptive (BBCS-3:R), Test for Auditory Comprehension of Language-3rd Edition (TACL-3), Test of Language Development-Intermediate, 4th Edition (TOLD-I:4), Autism Diagnostic Observation Schedule (ADOS), Test for Auditory Comprehension of Language (TACL-3), Test of Language Development, Fourth Edition (TOLD-4), Test of Pragmatic Language, Second Edition (TOPL-2), SCAN-3:A Tests for Auditory Processing Disorders in Adolescents and Adults (SCAN3:A), SCAN–3:C Tests for Auditory Processing Disorders for Children (SCAN-3:C)	Credentialed or Licensed Speech/Language Pathologist
Visual Processing	Developmental Test of Visual Perception, Second Edition (DTVP–2), Visual Aural Digit Span Test	School Psychologist, Licensed Educational Psychologist, Teacher with additional training in vision processing, or Ophthalmologist
Visual-Motor Integration	Beery-Buktenica Developmental Test of Visual-Motor Integration, 6th Edition (BEERY VMI), Bender Visual-Motor Gestalt Test, Second Edition (Bender-Gestalt II)	School Psychologist, Licensed Educational Psychologist
Vocational WOCCE IEE Criteria Revised June 2011	Campbell Interest and Skill Survey (CISS), Career Assessment Inventory, Interest Determination, Exploration and Assessment System (IDEAS), Geist Picture Interest Inventory, COIN Basic Skills and Career Interest Survey	Credentialed Special Education Teacher with specialized training in vocational evaluation, School Psychologist, or Licensed Educational Psychologist

Contract Year: 2013/2014

HBUHSD Contract No: 2823 Appendix B
Please refer to this number on all correspondence, invoices, etc.

INDEPENDENT CONTRACTOR AGREEMENT

THIS AGREEMENT is made and entered into this 15th day of May, 20 14, by and between Dr. Chris Davidson hereinafter referred to as "Independent Contractor" and Fountain Valley School District, hereinafter referred to as "District".

WHEREAS, the District is in need of special services and advice in financial, economic, accounting, engineering, or administrative matters; and

WHEREAS, such services and advice are not available at no cost from public agencies; and

WHEREAS, Independent Contractor is specially trained, experienced and competent to provide the special services and advice required; and

WHEREAS, such services are needed on a limited basis;

NOW, THEREFORE, the parties hereto agree as follows:

1. SERVICES TO BE PROVIDED BY Independent Contractor:

To provide Independent Educational Evaluation services to 351264-2822.

2. The Independent Contractor will commence providing services under this AGREEMENT on July 1 20 13, and will diligently perform as required and complete performance by June 30 20 14. The Independent Contractor will perform said services as an independent calling and not as an employee of the District. Independent Contractor shall be under the control of the District as to the result to be accomplished and not as to the means or manner by which such result is to be accomplished.

3. The District will prepare and furnish to the Independent Contractor upon request such information as is reasonably necessary to the performance of the Independent Contractor to this AGREEMENT.

4. The District shall pay the Independent Contract _____
A total not to exceed \$4,500 at \$4,500.00 per Evaluation

for services pursuant to this AGREEMENT Payment shall be made **upon receipt of an invoice**

:

Independent Contractor shall submit an invoice to the District 30 days in advance of each payment due date.

5. The District may at any time for any reason terminate this AGREEMENT and compensate Independent Contractor only for services rendered to the date of termination. Written notice by the District's Superintendent shall be sufficient to stop further performance of services by Independent Contractor. The notice shall be deemed given when received or not later than three days after the day of mailing whichever is sooner.

6. Independent Contractor agrees to and shall hold harmless and indemnify the District, its officers, agents, employees from every claim or demand and every liability or loss, damage, or expense of any nature whatsoever, which may be incurred by reason of.

- (a) Liability for damages for death or bodily injury to property, or any other loss, damage or expense sustained by the Independent Contractor or any person, firm or corporation employed by the Independent Contractor upon or in connection with the services called for in the AGREEMENT except for liability for damages referred to above which result from the sole negligence or willful misconduct of the District, its officers, employees, or agents.

- (b) Any injury to or death of persons or damage to property, sustained by any persons, firm or corporation, including the District, arising out of, or in way connected with the services covered by this AGREEMENT, whether said injury or damage occurs either on or off school property, except for liability for damages which result from the sole negligence or willful misconduct for the District, its officers, employees, or agents.

INDEPENDENT CONTRACTOR AGREEMENT

Page Two

The Independent Contractor, at Independent Contractor's expense, cost, and risk, shall defend any and all actions, suits, or other proceeding that may be brought or instituted against the District, its officers, agents, or employees on any such claim, demand or liability and shall pay or satisfy any judgement that may be rendered against the District, its officers, agents or employees in any action, suit or other proceedings as a result thereof.

- 7. The AGREEMENT is not assignable without written consent of the parties hereto.
- 8. Independent Contractor shall comply with all applicable federal, state and local laws, rules, regulations, and ordinances including worker's compensation.
- 9. Independent Contractor, if any employee of another public agency, certifies that Independent Contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this AGREEMENT.
- 10. Independent Educational Evaluators and related Evaluations must adhere to West Orange County Consortium for Special Education (WOCCSE) IEE Definitions and Procedures (Appendix A) and IEE Criteria (Appendix B), including provision to District of protocols (or copies thereof) and a written report.
- 11. The services completed herein must meet the approval of this District and shall be subject to the District's right of inspection to secure the satisfactory completion thereof. If any services performed by Contractor do not conform to specifications and requirements of this Agreement, District may require Contractor to re-perform the services until they conform to said specifications and requirements, at no additional cost, and District may withhold payment for such services until Contractor correctly performs them. When the services to be performed are of such a nature that Contractor cannot correct its performance, the District shall have the right to (1) require the Contractor to immediately take all necessary steps to ensure future performance of services conforms to the requirements of this Agreement, and (2) reduce the contract price to reflect the reduced value of the services of the services received by the District. In the event Contractor fails to promptly re-perform the services or to take necessary steps to ensure that the future performance of the service conforms to the specifications and requirements of this Agreement, the District shall have the right to either (1) without terminating this Agreement, have the services performed by contract or otherwise, in conformance with the specifications of this Agreement and charge Contractor, and/or withhold from payment due to Contractor, any costs incurred by District that are directly related to the performance of such services, or (2) terminate this Agreement for default.

IN WITNESS WHEREOFF, The parties hereto have caused this AGREEMENT to be executed.

INDEPENDENT CONTRACTOR

**FOUNTAIN VALLEY
SCHOOL DISTRICT**

Signature

Signature

Dr. Chris Davidson

Marc Ecker, Ph. D.
Superintendent
10055 Slater Ave.
Fountain Valley, CA 92708

Printed Name

2401 Sagamore Drive

Address

Huntington Beach, CA 92649

City, State, Zip

714-840-8625

Phone No.

FAX No.

20-0508097

Federal ID for business/Social Security No. for individuals

Date

Date

WEST ORANGE COUNTY CONSORTIUM FOR SPECIAL EDUCATION

INDEPENDENT EDUCATIONAL EVALUATIONS

Definitions and Procedures

“*Independent Educational Evaluation (IEE)*” means an evaluation conducted by a qualified examiner who is not employed by the District.

“*Public Expense*” means that the District either pays for the full cost of the evaluation or components or ensures that the evaluation or components are otherwise provided at no cost to the parent/guardian.

PARENT REQUESTS FOR AN IEE:

A parent may request an IEE at public expense if they disagree with an assessment conducted by the District. The primary purpose of an IEE is to be able to compare it to the disputed District assessment so that IEP decisions can be made based on a consideration of both assessments. Therefore, parent’s request for an IEE at public expense must be made within a reasonable time following the completion of the District’s assessment, generally within one year.

If a parent requests an IEE at public expense the District will, without unnecessary delay, either (1) initiate a due process hearing to establish that its assessment is appropriate, or (2) ensure that an IEE is provided at public expense.

If a parent makes a verbal request for an IEE during an IEP team meeting, the request will be included in the notes for the IEP team meeting. If a parent makes a verbal request for an IEE outside of an IEP team meeting, the appropriate staff person will inform the parent that the request should be in writing, and will offer assistance to write the request, if appropriate.

A parent may be requested to indicate the reasons for disagreement with the District assessment, however, the parent is not required to specify the areas of disagreement with the District’s assessment as a condition to obtaining an IEE at public expense, and the District may not delay a response to the parent’s request if no further information is provided.

The District does not have an obligation to reimburse a parent for IEEs initiated prior to the date that the District’s assessment is completed and discussed at an IEP team meeting.

A parent is only entitled to reimbursement for one IEE at public expense for each assessment completed by the District with which the parent disagrees.

When a parent requests that an IEE be conducted, the school shall notify the District’s Director of Special Education, or designee. The District may, in an attempt to resolve the parent’s disagreement with the District’s assessment, propose that additional assessment(s) be conducted by District or WOCCE staff, qualified assessors from other public agencies, or private sector providers at district expense.

If the District agrees to provide or fund an IEE, the parent will be notified in writing whom to contact at the District office and/or by what other means the parent may start the IEE process. The written notice will be accompanied by the WOCCE IEE Definitions and Procedures, IEE

Criteria, and Sources of Independent Evaluation by Area of Assessment. While the District will not limit the parent's time to obtain the IEE, parents are encouraged to obtain the IEE within a reasonable period of time, in order to allow for a meaningful review of the IEE by the IEP team after review of the District's assessment.

If a parent requests reimbursement or payment for an IEE which has already been completed, without previously making such a request, the District will either agree to fund the costs of the IEE, or file a request for due process hearing to defend its assessment without unnecessary delay. Under these circumstances, the IEE obtained by the parent still must comply with the WOCCE IEE criteria.

If the parent chooses to obtain an IEE at their own expense, the IEP team will still fully consider the IEE in making educational decisions for the student.

If the District initiates a due process hearing and the final decision is that the District's assessment is appropriate, the parent still has the right to obtain an IEE, but not at public expense.

PARENT SELECTION OF AN INDEPENDENT EVALUATOR:

The parent has the right to choose an independent evaluator from the WOCCE Sources of Independent Evaluation by Area of Assessment list. The District must allow parents the opportunity to select a qualified evaluator that meets the WOCCE IEE criteria for qualified evaluators, even if the evaluator is not on the list of potential evaluators established by WOCCE.

If the parent elects to obtain an IEE by an evaluator not on the WOCCE Sources of Independent Evaluation by Area of Assessment, and the District/WOCCE determines the evaluator does not meet the WOCCE IEE criteria for one or more areas assessed, the District may decline payment for all or part of the costs of the IEE, as appropriate, if there is no justification for selection of an evaluator that does not meet the WOCCE IEE criteria. In the event this occurs, the District will file a request for a due process hearing seeking a determination that the IEE does not comply with the WOCCE IEE criteria without unnecessary delay.

It is the parent's responsibility to inform the independent evaluator of the WOCCE IEE criteria and procedures and it is suggested that the parent provide the independent evaluator with a copy of these procedures.

IEE COMPONENTS:

All assessments must be conducted in accordance with all requirements of federal and state law, and consistent with the requirements of evaluations conducted by District staff as described in the California Education Code and Code of Federal Regulations. Consistent with these requirements, IEEs must comply with and/or address all of the following:

1. Be conducted in the primary language or mode of communication of the student unless it is clearly not feasible to do so;
2. Utilize tests and assessment instruments which are not racially, culturally or ethnically biased;

3. Rely upon test data that is valid and reliable, including that it is administered in conformance with the instructions provided by the test provider;
4. Conduct an observation of the student in an appropriate educational setting, and note the student's relevant behaviors in that setting; and,
5. Include a determination of whether the student may need special education and/or related services and the basis for making that determination.

IEP TEAM CONSIDERATION OF THE IEE:

IEEs are designed to assist in the determination of the educational needs of students with disabilities. The IEP team is ultimately responsible for determining placements and services. The results of the IEE(s) will be considered in making educational decisions as required by Title 34 of the Federal Code of Regulations and/or Section 504 of the Rehabilitation Act of 1973. However, IEEs will not control the IEP team's determinations regarding eligibility for special education, appropriate goals, and/or placement and services recommendations.

RELEASE OF INFORMATION AND RESULTS:

As part of the evaluation, independent evaluators must agree to release their assessment information and results, including copies of any and all test protocols utilized in the assessment process as well as written report(s) of results, directly to the District prior to the receipt of payment (or reimbursement to parent) for their assessment.

COST LIMITATIONS:

The cost of the IEE shall be comparable to those costs that the District incurs when it uses its own employees or contractors to perform similar assessments. The cost of the IEE must also be reasonable and consistent with the costs being charged by comparably qualified evaluators in the areas being assessed. The costs charged to the District may also not exceed the fees the evaluator requires of other agencies or parents for such an assessment, when the components of the evaluation are comparable.

Costs may include observation, record review, administration and scoring of tests, report writing and attendance in person or by phone at an IEP team meeting for the purpose of reviewing the IEE report.

GEOGRAPHIC LIMITATIONS:

Independent evaluators must be located in Orange County, or within thirty (30) miles of the District. Travel expenses, whether by parent or the assessor, for any greater distance, shall not be at the cost of the District, unless the parent can demonstrate why it is not feasible to use a qualified evaluator within these geographic boundaries.

PAYMENT FOR COMPLETED IEE:

Upon completion of the IEE, it is the parent's responsibility to provide the District with the IEE report, test protocols, invoice of costs incurred for services provided, and proof of payment (if applicable). Once the completed IEE and required documentation has been provided to the District, it is the responsibility of the District's Director of Special Education or designee to determine whether the completed IEE meets the WOCCE IEE criteria. Payment may be limited for any test administration or other portion of the assessment conducted beyond the assessor's area(s) of expertise.

If the parent elected an evaluator with whom the District has a contractual relationship, as confirmed by the District/WOCCE, then payment shall be made directly to the independent evaluator. If the parent elected an evaluator who does not have a contract with the District, then reimbursement for the costs of the IEE shall be made to the parent in a timely manner.

Reimbursement will be in accordance with the District's policies and procedures and in the amount no greater than the actual cost to the parents.

SPECIAL CONSIDERATIONS:

Consideration shall be given to unique circumstances when necessary to assist a parent in obtaining an IEE at public expense. Any such request shall be made to the District's Director of Special Education, or designee.

WEST ORANGE COUNTY SPECIAL EDUCATION LOCAL PLAN AREA

INDEPENDENT EDUCATIONAL EVALUATIONS

Criteria

IEE COMPONENTS:

All assessments must be conducted in accordance with all requirements of federal and state law, and consistent with the requirements of evaluations conducted by District staff as described in the California Education Code and Code of Federal Regulations. Consistent with these requirements, IEEs must comply with and/or address all of the following:

1. Be conducted in the primary language or mode of communication of the student unless it is clearly not feasible to do so;
2. Utilize tests and assessment instruments which are not racially, culturally or ethnically biased;
3. Rely upon test data that is valid and reliable, including that it is administered in conformance with the instructions provided by the test provider;
4. Conduct an observation of the student in an appropriate educational setting, and note the student's relevant behaviors in that setting; and,
5. Include a determination of whether the student may need special education and/or related services and the basis for making that determination.

COST LIMITATIONS:

The cost of the IEE shall be comparable to those costs that the District incurs when it uses its own employees or contractors to perform similar assessments. The cost of the IEE must also be reasonable and consistent with the costs being charged by comparably qualified evaluators in the areas being assessed. The costs charged to the District may also not exceed the fees the evaluator requires of other agencies or parents for such an assessment, when the components of the evaluation are comparable.

Costs may include observation, record review, administration and scoring of tests, report writing and attendance in person or by phone at an IEP team meeting for the purpose of reviewing the IEE report.

GEOGRAPHIC LIMITATIONS:

Independent evaluators must be located in Orange County, or within thirty (30) miles of the District. Travel expenses, whether by parent or the assessor, for any greater distance, shall not be at the cost of the District, unless the parent can demonstrate why it is not feasible to use a qualified evaluator within these geographic boundaries.

MINIMUM QUALIFICATIONS FOR EVALUATORS:

All assessments must be conducted by persons competent to perform the assessment as determined by the District/WOCCSE as described in the California Education Code and the Code of Federal Regulations. Evaluators with credentials other than those listed below will not be approved unless the parent can demonstrate the appropriateness of using an evaluator meeting other qualifications.

<u>Type of Assessment</u>	<u>Examples of Tests or Tools</u>	<u>Qualified Assessor(s)</u>
Academic Achievement	Wechsler Individual Achievement Test–Third Edition (WIAT–III), Woodcock Johnson Test of Academic Achievement, Wide Range Achievement Test, 4th edition (WRAT-4), Kaufman Test of Educational Achievement, Second Edition (KTEA-II), KeyMath3™ Diagnostic Assessment, Gray Oral Reading Test-Fourth Edition (GORT-4), Woodcock Reading Mastery Tests, Third Edition (WRMT-III)	Credentialed Special Education Teacher, Licensed Educational Psychologist, or School Psychologist
Adaptive Behavior	Adaptive Behavior Assessment System — Second Edition (ABAS — Second Edition), Child Development Inventory (CDI), Adaptive Behavior Assessment System-Second Edition (ABAS-II) Vineland Adaptive Behavior Scales, Second Edition (Vineland-II)	School Psychologist or Licensed Educational Psychologist
Assistive Technology	Observations, Interview with Significant Others, Life Space Access Profile	Credentialed or Licensed Speech/Language Pathologist with additional training in AT, Special Education Teacher with additional training in AT and authorized to teach students who are physically handicapped, orthopedically impaired, or severely handicapped
Auditory Acuity/Hearing and Sound Processing	Sound Field Measure, Acoustic Testing, Auditory Continuous Performance Test (ACPT), SCAN-3:A Tests for Auditory Processing Disorders in Adolescents and Adults (SCAN3:A), SCAN–3:C Tests for Auditory Processing Disorders for Children (SCAN-3:C)	Licensed or Credentialed Audiologist

<u>Type of Assessment</u>	<u>Examples of Tests or Tools</u>	<u>Qualified Assessor(s)</u>
Auditory Processing	Test of Auditory Processing Skills (TAPS), Visual Auditory Digit Span Test (VADS)	School Psychologist or Licensed Educational Psychologist
Cognitive Functioning & Ability	Comprehensive Test of Nonverbal Intelligence, Second Edition (CTONI-2), Developmental Assessment of Young Children (DAYC), Southern California Ordinal Scales of Development, Scale of Cognition, Differential Ability Scales-II (DAS-II), Kaufman Assessment Battery for Children, Second Edition (KABC-II), Kaufman Brief Intelligence Test, Second Edition (KBIT-2), Naglieri Nonverbal Ability Test®—Second Edition (NNAT–2), Test of Nonverbal Intelligence, Fourth Edition (TONI-4), Wechsler Intelligence Scale for Children — Fourth Edition (WISC-IV), Wechsler Adult Intelligence Scale—Fourth Edition (WAIS–IV)	School Psychologist or Licensed Educational Psychologist
Emotions/Behaviors	BASC-2 (Behavior Assessment System for Children, Second Edition), Child Development Inventory (CDI), Draw-A-Person Screening for Emotional Disturbance (DAP:SPED), Children's Apperception Test (CAT), Devereux Behavior Rating Scale, Draw A Person: A Quantitative Scoring System (Draw A Person: QSS), Thematic Apperception Test (TAT), Children's Depression Inventory (CDI), Conners 3rd Edition (Conners 3), Children's Depression Inventory 2 (CDI-2), Children's Depression Rating Scale, Revised (CDRS-R), Piers-Harris Children's Self-Concept Scale, Second Edition (Piers-Harris 2), Reynolds Adolescent Depression Scale, Second Edition (RADS-2), Revised Children's Manifest Anxiety Scale: Second Edition (RCMAS-2)	School Psychologist, Licensed Educational Psychologist, or Licensed Clinical Social Worker

<u>Type of Assessment</u>	<u>Examples of Tests or Tools</u>	<u>Qualified Assessor(s)</u>
Executive Functioning	Brown Attention-Deficit Disorder Scales (Brown ADD Scales), Children's Category Test (CCT), Children's Memory Scale (CMS), Delis-Kaplan Executive Function System (D-KEFS), Test of Memory and Learning, Second Edition (TOMAL-2), Visual Aural Digit Span Test (VADS), Behavior Rating Inventory of Executive Function (BRIEF), Wide Range Assessment of Memory and Learning, Second Edition (WRAML2)	School Psychologist or Licensed Educational Psychologist
Fine Motor	Bruininks-Oseretsky Test of Motor Proficiency, Second Edition (BOT-2), Southern California Ordinal Scales of Development, Scale of Fine Motor, Peabody Developmental Motor Scales, Second Edition (PDMS-2)	Licensed Occupational Therapist
Functional Analysis Assessment (for serious problem behaviors)	Functional Assessment and Intervention System: Improving School Behavior (FAIS), Motivation Assessment Scale, Observations, Interviews with Significant Others. Data Collection and Interpretation	Licensed Educational Psychologist or School Psychologist or otherwise qualified person with comprehensive training in behavior analysis with an emphasis on positive behavioral interventions and knowledge of Title 5 of California Code of Regulations, Section 3052 (Hughes Bill)
Functional Behavior (for behaviors that impede learning)	Observations, Interviews with Significant Others, Data Collection and interpretation	Licensed Educational Psychologist or School Psychologist or otherwise qualified person with comprehensive training in behavior analysis with an emphasis on positive behavioral interventions
Gross Motor	Southern California Ordinal Scales of Development, Scale of Gross Motor, Peabody Developmental Motor Scales, Second Edition (PDMS-2), Test of Gross Motor Development, Second Edition (TGMD-2)	Licensed Physical Therapist or Credentialed Adaptive Physical Education Specialist
Health Factors	Hearing Screening, Vision Screening, Physical Examination	Licensed Physician or Licensed Nurse

<u>Type of Assessment</u>	<u>Examples of Tests or Tools</u>	<u>Qualified Assessor(s)</u>
Neurological Functioning	Quick Test of Cognitive Speed, Brief Neuropsychological Cognitive Examination (BNCE), Kaplan Baycrest Neurocognitive Assessment (KBNA), Benton Visual Retention Test, Fifth Edition, NEPSY - Second Edition (NEPSY - II), Neurobehavioral Functioning Inventory (NFI), Brief Neuropsychological Cognitive Examination (BNCE)	School Psychologist with specialized training in neuropsychological testing, Licensed Educational Psychologist with specialized training in neuropsychological testing, or Physician with certification in neurological processing
Oral Motor	Oral-Motor Feeding Rating Scale, Kaufman Speech Praxis Test for Children, Apraxia Profile, Oral Speech Mechanism Screening, Examination, Third Edition (OSMSE-3); Verbal Motor Production Assessment for Children (VMPAC); clinical observation	Licensed Occupational Therapist or Credentialed or Licensed Speech/Language Pathologist
Sensory Processing/ Sensory Motor Processing	Adolescent/Adult Sensory Profile, DeGangi-Berk Test of Sensory Integration (TSI), Sensory Profile, Sensory Integration and Praxis Tests (SIPT), Sensory Processing Measure (SPM)	Licensed Occupational Therapist
Social Skills	Asperger Syndrome Diagnostic Scale (ASDS), Childhood Autism Rating Scale, Second Edition (CARS-2), Gilliam Asperger's Disorder Scale (GADS), Gilliam Autism Rating Scale – Second Edition (GARS-2), Social Skills Rating System (SSRS); Asperger Syndrome Diagnostic Scale (ASDS), Autism Diagnostic Observation Schedule (ADOS)	School Psychologist or Licensed Educational Psychologist

<u>Type of Assessment</u>	<u>Examples of Tests or Tools</u>	<u>Qualified Assessor(s)</u>
Speech and Language	Diagnostic Evaluation of Articulation and Phonology (DEAP) , Boehm Test of Basic Concepts, Third Edition (Boehm-3), Bracken Basic Concept Scale: Expressive (BBCS:E), Clinical Evaluation of Language Fundamentals - Fourth Edition (CELF - 4), Children’s Communication Checklist—2 U.S. Edition (CCC—2), Comprehensive Assessment of Spoken Language (CASL), Comprehensive Test of Phonological Processing (CTOPP), Peabody Picture Vocabulary Test, Fourth Edition (PPVT-4), Southern California Ordinal Scales of Development, Scale of Communication, Expressive and Receptive One-Word Picture Vocabulary Tests, Fourth Edition (EOWPVT, ROWPVT), Expressive and Receptive One-Word Picture Vocabulary Tests, Fourth Edition (EOWPVT, ROWPVT), Goldman-Fristoe Test of Articulation 2, OWLS: Listening Comprehension (LC) Scale & Oral Expression (OE) Scale, Preschool Language Scale, Fourth Edition (PLS-4) English Edition, Receptive-Expressive Emergent Language Test—Third Edition (REEL-3), Bracken Basic Concept Scale – Third Edition: Receptive (BBCS-3:R), Test for Auditory Comprehension of Language-3rd Edition (TACL-3), Test of Language Development-Intermediate, 4th Edition (TOLD-I:4), Autism Diagnostic Observation Schedule (ADOS), Test for Auditory Comprehension of Language (TACL-3), Test of Language Development, Fourth Edition (TOLD-4), Test of Pragmatic Language, Second Edition (TOPL-2), SCAN-3:A Tests for Auditory Processing Disorders in Adolescents and Adults (SCAN3:A), SCAN–3:C Tests for Auditory Processing Disorders for Children (SCAN-3:C)	Credentialed or Licensed Speech/Language Pathologist
Visual Processing	Developmental Test of Visual Perception, Second Edition (DTVP–2), Visual Aural Digit Span Test	School Psychologist, Licensed Educational Psychologist, Teacher with additional training in vision processing, or Ophthalmologist
Visual-Motor Integration	Beery-Buktenica Developmental Test of Visual-Motor Integration, 6th Edition (BEERY VMI), Bender Visual-Motor Gestalt Test, Second Edition (Bender-Gestalt II)	School Psychologist, Licensed Educational Psychologist
Vocational WOCCE IEE Criteria Revised June 2011	Campbell Interest and Skill Survey (CISS), Career Assessment Inventory, Interest Determination, Exploration and Assessment System (IDEAS), Geist Picture Interest Inventory, COIN Basic Skills and Career Interest Survey	Credentialed Special Education Teacher with specialized training in vocational evaluation, School Psychologist, or Licensed Educational Psychologist

Contract Year: 2013/2014

HBUHSD Contract No: 2822 Appendix B
Please refer to this number on all correspondence, invoices, etc.