



Fountain Valley School District

BOARD OF TRUSTEES
REGULAR MEETING

AGENDA

Board Room
10055 Slater Avenue
Fountain Valley, CA

February 19, 2015

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

M ___
 2nd ___
 V ___

BOARD WORKSHOPS

1. FISCAL UPDATE

Assistant Superintendent, Business Christine Fullerton and Director, Fiscal Services Scott Martin will review with the Board of Trustees the Governor’s proposed budget and its impact on the Fountain Valley School District.

2. INVESTMENT CONSIDERATIONS FOR FUND 40

Assistant Superintendent, Business Christine Fullerton and Director, Fiscal Services Scott Martin will review for the Board of Trustees possible investment options for Fund 40.

- **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.

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.

- Pupil Personnel: *Education Code 35146*
- 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.
- OPEN SESSION: 7:00PM
- PLEDGE OF ALLEGIANCE

SPECIAL PRESENTATIONS

3. RECOGNITION OF MIDDLE SCHOOL STUDENTS

It is an interest of the Board of Trustees to recognize students who display high achievement, improvement or extraordinary effort. The Board will recognize six outstanding students from each of our middle schools: Fulton Middle School, Masuda Middle School and Talbert Middle School.

4. RECOGNITION OF MIDDLE SCHOOL PARENT VOLUNTEERS

It is an interest of the Board of Trustees to recognize outstanding parent volunteers who give generously of their time and talents to our schools. From Fulton Middle School, the Board shall recognize and thank Julia Wong and Dawn Nicewarner. From Masuda Middle School, the Board shall recognize and thank April Bollinger and Alaina Knight-Hougen. And from Talbert Middle School the Board shall recognize and thank Nicola Weiss and Debbie Smith.

5. APPRECIATION FOR SCHOOL COUNSELORS JANET DO AND NICOLE AGNES

The Board of Trustees would like to join our community in saluting our counselors, Janet Do and Nicole Agnes, during National School Counseling Week, February 2-6, 2015, and avows its appreciation for their ongoing commitment to the emotional health and wellbeing of our children.

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

6. RESOLUTION 2015-17: WEEK OF THE SCHOOL ADMINISTRATOR

M ___
2nd ___
V ___

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

Superintendent's Recommendation: It is recommended that the Board of Trustees adopts Resolution 2015-17: Week of the School Administrator, commending our school leaders in honor of Week of the School Administrator, March 1-7, 2015.

7. BOARD POLICY 5131.2 BULLYING (FIRST READING)

M ___
2nd ___
V ___

Board Policy 5131.2 has been updated to include updates as they pertain to the definitions we use when establish clearly defined incidents of bullying as well as changes that highlight the variety of strategies and interventions we use when dealing with students who bully.

Superintendent's Recommendation: It is recommended that revisions to Board Policy 5131.2 Bullying be approved for first reading, with necessary changes as indicated by the Board of Trustees.

8. 2015 CSBA DELEGATE ASSEMBLY ELECTION – REGION 15

M ___
2nd ___
V ___

The Board of Trustees may vote for up to nine candidates for the 2015 CSBA Delegate Assembly Election – Region 15.

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

9. 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

- 9-A. Board Meeting Minutes from January 10th special board meeting
- 9-B. Board Meeting Minutes from the January 15th regular meeting
- 9-C. Personnel Items (Employment Functions, Workshops/Conferences, and Consultants)
- 9-D. Donations
- 9-E. Warrants
- 9-F. Purchase Order Listing
- 9-G. Budget Adjustments

Consent Items

9-H. RESOLUTION 2015-14: AUTHORIZATION OF SIGNATURES ON REPLACEMENT WARRANTS

Superintendent's Comments: It is recommended that the Board of Trustees adopts Resolution 2015-14: Authorization of Signatures on Replacement Warrants.

9-I. RESOLUTION 2015-15: AUTHORIZATION OF APPROVAL OF VENDOR CLAIMS/ORDERS

Superintendent's Comments: It is recommended that the Board of Trustees adopts Resolution 2015-15: Authorization of Approval of Vendor Claims/Orders.

9-J. RESOLUTION 2015-16: AUTHORIZATION OF SIGNATURES

Superintendent's Comments: It is recommended that the Board of Trustees adopts Resolution 2015-16: Authorization of Signatures.

9-K. AUTHORIZATION OF SIGNATURES — FACSIMILE SIGNATURES (BANK OF AMERICA)

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

authorization of Mark Johnson, Christine Fullerton and Scott Martin's signatures.

9-L. CONSOLIDATED APPLICATION FOR FUNDING CATEGORICAL AID PROGRAMS – WINTER 2014 DATA COLLECTIONS

Superintendent's Comments: It is recommended that the Board of Trustees approves transmittal of the Consolidated Application Winter 2014 Data Collection to the California State Department of Education.

9-M. PACIFIC COAST SPEECH SERVICES, INC.

Superintendent's Comments: It is recommended that the Board of Trustees approves the Service Agreement for Pacific Coast Speech Services, Inc. Beginning January 12, 2015 through June 12, 2015 and authorize the Superintendent or designee to sign all documents.

9-N. PROGRAM EFFECTIVENESS RESULTS 2013-14

Superintendent's Comments: It is recommended that the 2013/2014 Program Effectiveness Results be approved by the Board of Trustees.

9-O. RATIFICATION OF CONTRACT WITH LOS ALAMITOS UNIFIED SCHOOL DISTRICT FOR VISIT TO WEAVER SCHOOL

Superintendent's Comments: It is recommended that the Board of Trustees approves ratification of the attached contract with Los Alamitos Unified School District for visit to Weaver School.

9-P. SCHOOL ACCOUNTABILITY REPORT CARDS (SARCS)

Superintendent's Comments: It is recommended that the Board of Trustees approves 10 School Accountability Report Cards.

9-Q. CSBA GAMUT

Superintendent's Comments: It is recommended that the Board of Trustees approves the attached contract with CSBA for a Policy Development Workshop. In addition, it is recommended that the Board of Trustees approves ongoing subscription to CSBA's Policy Online services.

9-R. APPROVAL OF VAVRINEK, TRINE, DAY & CO., LLP CONTRACT

Superintendent's Comments: It is recommended that the Board of Trustees approves the attached contract with Vavrinek, Trine, Day & Co., LLP and authorize the Superintendent or designee to sign all documents.

9-S. SALE OF PERSONAL PROPERTY

Superintendent’s Comments: It is recommended that the Board of Trustees approves the sale of 86 Apple desktop computers, and authorize the Superintendent or designee to sign all documents.

9-T. ORANGE COUNTY DEPARTMENT OF EDUCATION AGREEMENT #41401 MATHEMATICS PROFESSIONAL DEVELOPMENT IN COGNITIVELY GUIDED INSTRUCTION, GRADES K-2

Superintendent’s Comments: It is recommended that the Board of Trustees approves Agreement #41401 with the Orange County Department of Education for mathematics professional development in Cognitively Guided Instruction for kindergarten through second grade teachers.

9-U. NON-PUBLIC AGENCY CONTRACTS

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

Non-Public School/Agency	100% Contract Cost	Effective Dates
Cornerstone Therapies	\$3,400	7/01/14 to 6/30/15
Cornerstone Therapies	\$300	7/01/14 to 6/30/15
Cornerstone Therapies	\$960	12/10/14 to 7/30/15

SUPERINTENDENT’S COMMENTS/NEW ITEMS OF BUSINESS

The Board President will receive any announcements concerning new items of business from board members or the superintendent.

- CLOSED SESSION
- APPROVAL TO ADJOURN

The next regular meeting of the Fountain Valley School District Board of Trustees is on Thursday, March 12, 2015 at 7:00pm.

A copy of the Board Meeting agenda is posted on the District’s web site (www.fvsd.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.

Board Meeting of February 19, 2015

SO 14-15/B15-28
Fountain Valley School District
Superintendent's Office

M E M O R A N D U M

TO: Board of Trustees
FROM: Mark Johnson, Superintendent
SUBJECT: Board Workshop: Fiscal Update
DATE: February 13, 2015

Background:

Assistant Superintendent, Business Christine Fullerton and Director, Fiscal Services Scott Martin will review with the Board of Trustees the Governor's proposed budget and its impact on the Fountain Valley School District.

Board Meeting of February 19, 2015

SO 14-15/B15-29
Fountain Valley School District
Superintendent's Office

M E M O R A N D U M

TO: Board of Trustees
FROM: Mark Johnson, Superintendent
SUBJECT: Board Workshop: Fund 40
DATE: February 13, 2015

Background:

Assistant Superintendent, Business Christine Fullerton and Director, Fiscal Services Scott Martin will review for the Board of Trustees possible investment options for Fund 40.

FOUNTAIN VALLEY SCHOOL DISTRICT
Curriculum/Instruction

MEMORANDUM

TO: Mark Johnson, Superintendent

FROM: Anne Silavs., Assistant Superintendent, Instruction

SUBJECT: *STUDENT RECOGNITION PROGRAM*

DATE: February 4, 2015

BACKGROUND INFORMATION

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

- extraordinary effort
- achievement
- improvement

At the Board Meeting on February 19, 2015, the following six students from **Fulton, Masuda and Talbert Middle School** will be recognized.

	<u>Fulton Middle School</u>	<u>Masuda Middle School</u>	<u>Talbert Middle School</u>
6 th grade	Brian Foster	Justin Hsieh	Bradley Shannon
6 th grade	Mindy Doan	Cielo Chavarria	Amanda MacDonald
7 th grade	Madison Grogan	Nelson Tran	Haylee Zegers
7 th grade	Sean Okawa	Anh Nguyen	Rachel Hanson
8 th grade	Kayla Peterson	Martin Pham	Joseph Kim
8 th grade	Charlie Taylor	Hoangsa Nguyen	Evan Grunnell

kn

c: Kevin Johnson
Jay Adams
Jennifer Morgan

SO 14-15/B15-30
Fountain Valley School District
Superintendent's Office

MEMORANDUM

TO: Board of Trustees
FROM: Mark Johnson, Superintendent
SUBJECT: **Special Presentation: Middle School Parent Volunteers**
DATE: February 13, 2015

Background:

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

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

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

I am proud to name our middle school outstanding and deserving volunteers:

Fulton Middle School: ♥ Julia Wong ♥ Dawn Nicewarner	Masuda Middle School: ♥ April Bollinger ♥ Alaina Knight-Hougen	Talbert Middle School: ♥ Nicola Weiss ♥ Debbie Smith
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SO 14-15/B15-31
Fountain Valley School District
Superintendent's Office

M E M O R A N D U M

TO: Board of Trustees
FROM: Mark Johnson, Superintendent
SUBJECT: **School Counselor Recognition: National School Counseling Week**
DATE: February 13, 2015

Background:

National School Counseling Week, February 2-6, 2015, provides us the opportunity to celebrate our school counselors and all that they do for the students of the Fountain Valley School District. Our school counselors, Nicole Agnes and Janet Do have earned the admiration of our teachers, administrators, students, parents and the Board of Trustees; and have proven themselves to be advocates for all children through their dedication to the students of our district.

The Board of Trustees would like to join our community in saluting our counselors for their compassion and skill and avows its appreciation for their ongoing commitment to the emotional health and wellbeing of our children.

Thank you, Nicole Agnes and Janet Do for your dedication to our district.



FOUNTAIN VALLEY SCHOOL DISTRICT

10055 Slater Ave. • Fountain Valley, CA 92708 • 714.843.3200 • www.fvsd.k12.ca.us

MEMORANDUM

TO: Mark Johnson, Ed.D., Superintendent
FROM: Cara Robinson, Director, Support Services
SUBJECT: Revision to Board Policy 5131.2 Bullying (First Reading)
DATE: January 23, 2015 – for February 19, 2015 Board Meeting

BACKGROUND INFORMATION:

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

Board Policy 5131.2 has been updated to include updates as they pertain to the definitions we use when establish clearly defined incidents of bullying as well as changes that highlight the variety of strategies and interventions we use when dealing with students who bully.

Text to be deleted is indicated by strike-through and new language has been added in bold.

RECOMMENDATION

It is recommended that revisions to Board Policy 5131.2 Bullying be approved for first reading, with necessary changes as indicated by the Board of Trustees.

BULLYING

The Board of Trustees recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

(cf. 5131 - Conduct)

(cf. 5136 - Gangs)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

Definitions

1. *Bullying* means any severe or pervasive physical or verbal act or conduction, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - (a) Placing a reasonable student or students in fear of harm to that student's or those students' person or property.
 - (b) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - (c) Causing a reasonable student to experience substantial interference with his or her academic performance.
 - (d) Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
2. *Cyberbullying* means the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

BULLYING

(cf. 5145.2 - Freedom of Speech/Expression)

While not an exhaustive list, examples of bullying/cyberbullying might include:

- Direct physical contact, such as hitting or shoving;
 - Threats to harm another person;
 - Oral or written assaults, such as teasing or name-calling;
 - Social isolation or manipulation;
 - Posting harassing messages, direct threats, social cruelty or other harmful texts, sounds, or images on the Internet, including social networking sites;
 - Posting or sharing false or defamatory information about another person;
 - Posting or sharing information about another person that is private;
 - Pretending to be another person on a social networking site or other electronic communication in order to damage that person's reputation or friendships;
 - Posting or sharing photographs of other people without their permission;
 - Spreading hurtful or demeaning materials created by another person (e.g. forwarding offensive emails or text messages); and
 - Retaliating against someone for complaining that they have been bullied.
3. *Electronic act* means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager.
4. *Reasonable student* means a student, including, but not limited to, a student with disabilities, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her disabilities.

The district prohibits all forms of bullying and cyberbullying as defined in this policy. This includes, but is not limited to, discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in Penal Code section 422.55 and Education Code section 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. (Education Code 234.1(a); 48900(r))

(cf. 0410 – Nondiscrimination in District Programs or Activities)

(cf. 5145.7 – Sexual Harassment)

In addition, the district prohibits retaliation against complainants.

BULLYING

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

(cf. 0420 - School Plans/Site Councils)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 1220 - Citizen Advisory Committees)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 6020 - Parent Involvement)

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication ~~and appropriate online behavior.~~ **conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills and appropriate online behavior.**

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

BULLYING

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints and Investigation

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in ~~AR 5145.7—Sexual Harassment~~. **AR 1312.3-Uniform Complaint Procedures.**

The identity of a complainant alleging discrimination, harassment, or bullying shall remain confidential as appropriate within the dual contexts of the district's legal obligation to ensure a learning environment free from discrimination, harassment, intimidation, and bullying, and the right of the accused to be informed of the allegations. Some level of disclosure may be necessary to ensure a complete and fair investigation, although the district will comply with requests for confidentiality to the extent possible.

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages ~~sent to them~~ that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service **to bully or harass another student, the Superintendent or designee shall file a request with the networking site or service to suspend privileges of the student and to have the material removed.** ~~that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.~~

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district

policies and regulations.

Students

BP 5131.2(e)

BULLYING

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 Comprehensive safety plan

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

48900-48925 Suspension or expulsion

48985 Translation of notices

PENAL CODE

647 Use of camera or other instrument to invade person's privacy; misdemeanor

647.7 Use of camera or other instrument to invade person's privacy; punishment

653.2 Electronic communication devices, threats to safety

UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

COURT DECISIONS

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094

Lavine v. Blaine School District, (2002) 279 F.3d 719

Board Meeting of February 19, 2015

SO 14-15/B15-32
Fountain Valley School District
Superintendent's Office

MEMORANDUM

TO: Board of Trustees
FROM: Mark Johnson, Superintendent
SUBJECT: **2015 CSBA Delegate Assembly Election – Region 15**
DATE: February 13, 2015

Background

Enclosed is a copy of the 2015 CSBA Delegate Assembly Election ballot and biographical sketches of all nominees. The Board of Trustees may vote for up to nine candidates with no more than one vote for any one candidate. Each member board shall submit one ballot. The ballot contains a provision for write-in candidates. The official ballot, with the signature of the Board Clerk, must be returned to CSBA postmarked no later than March 16, 2015.

Recommendation

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

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office No later than **MONDAY, MARCH 16, 2015**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2015 DELEGATE ASSEMBLY BALLOT
REGION 15
(Orange County)

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

Delegates will serve two-year terms beginning April 1, 2015 – March 31, 2017

**denotes incumbent*

- | | |
|---|--|
| <input type="checkbox"/> Bonnie Castrey (Huntington Beach Union HSD)* | <input type="checkbox"/> Debbie Cotton (Ocean View SD) |
| <input type="checkbox"/> Gina Clayton-Tarvin (Ocean View SD) | <input type="checkbox"/> Karin M. Freeman (Placentia-Yorba Linda USD)* |
| <input type="checkbox"/> Jeff Cole (Anaheim City SD) | <input type="checkbox"/> Robert A. Singer (Fullerton Jt. Union HSD)* |
| <input type="checkbox"/> Ian Collins (Fountain Valley ESD) | <input type="checkbox"/> Suzie R. Swartz (Saddleback Valley USD)* |
| | <input type="checkbox"/> Dolores Winchell (Saddleback Valley USD) |

Provision for Write-in Candidate Name

School District

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District/COE Name

Date of Board Action

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

Delegate Assembly

Candidate Biographical Sketch Form



California School Boards Association

DUE: Wednesday, January 7, 2015

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | or fax (916) 371-3407

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will **not** be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department by January 7 postmarked by the U.S.P.S. Late submissions will not be accepted. If you have any questions, please contact Charlyn Tuter in Leadership Services at ctuter@csba.org or (800) 266-3382.

Name: <u>Bonnie Castrey</u>	CSBA Region: <u>15</u>
District or COE: <u>Huntington Beach Union High School District</u>	Years on board: <u>29</u>
Contact Number: <u>714-963-7114 or 714-747-9882</u>	E-mail: <u>bcastrey@earthlink.net</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>28</u> years	

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

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

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

I remain active in various activities at all the school sites and have served or currently serve on several district committees, including Relationships by Objectives (RBO), Strategic Planning, Wellness/Nutrition Committee, Team Building through Communication (TBC), Coastline ROP, and I am currently Alternate Clerk of our Board. In that position, I frequently represent the Board in all three of our diverse communities. Over the years, I have mentored new school board members in this area and served many years on the Orange County School Boards Association's Board of Directors, including as President. I often serve on CSBA committees and task forces representing Region 15. In 2013 I was given the OCSBA Marian Bergeson Award.

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

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

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

Signature: Bonnie L. Castrey

Date: Dec 17, 2014

Bonnie Prouty Castrey Resume

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

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

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

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

Ms Castrey served 10 1/2 years as the HBUHSD Representative to the Coastline Regional Occupational Program and served as President of that Board twice. She has attended the statewide legislative meetings of CARCROP and spoken out on the need for funding and adequately supporting Career and Technical Education. She is currently serving a new two-year term on Coastline ROP and is the Vice President this year.

As a member of the Golden West College Foundation and former Chair of the Center for Excellence in Education Foundation, she has helped raise money for teachers and the Arts/CAPPIES in Orange County. Ms Castrey was also instrumental in the formation of the HBUHSD Academy for the Performing Arts in 1989. That academy has grown from 80 to more than 700 students, and the academy has won over 25 CAPPIES, many Macy Awards, and other significant recognitions over these years. Its students and staff are nationally and internationally recognized.

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

Ms Castrey helped found and serves on the boards of directors of numerous organizations, including the California Foundation for the Improvement of Employer-Employee Relations (CFIER) and The Mediation Center and the California Dispute Resolution Council (CDRC). She chaired the American Arbitration Association's Orange County Employment Mediation Advisory Council from 1995-1999. She chaired the Center for Collaborative Solutions (CCS) which resulted from the merger of CFIER and The Workplace Institute until 2014.

Ms Castrey holds numerous awards for her professional and community activities and speaks nationally and internationally on comparative dispute resolution systems in the United States. In 1995 President Clinton appointed Ms Castrey to a five-year term as a Member of the Federal Service Impasses Panel (FSIP). In 2000, the President reappointed her as Chair of the Federal Service Impasses Panel (FSIP) where she served until January of 2002. In March and April of 1999, she served as a Visiting Scholar at Edith Cowen University, Perth, Australia, and in January of 2000, she was a Guest Lecturer at Harvard's John F. Kennedy School of Public Policy. In 2010 she was awarded a Life Time Achievement Award by the Labor Employment Relations Association. She is currently serving as the McKelvey Neutral in Residence for School Year 2014-15 at Cornell's ILR School.

Delegate Assembly Candidate Biographical Sketch Form



DUE: Wednesday, January 7, 2015

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | or fax (916) 371-3407

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Name: <u>Gina Clayton-Tarvin</u>	CSBA Region: <u>15</u>
District or COE: <u>Ocean View School District</u>	Years on board: <u>3</u>
Contact Number: <u>(714) 847-2551</u>	E-mail: <u>mrsclaytontarvin@gmail.com</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate? _____	

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

*Priority I-Equity in Educational Funding: The single most important factor in a quality education is access to equitable material, human, and financial resources. Traditionally there has been reliance upon using local property taxes to provide the bulk of funding for local schools. It is of paramount importance to make sure that Local Control Formula Funding dollars get to where they need to when they reach the LEA's.

*Priority II-Qualitative Success: I believe the issue lies in how we perceive the achievement of educational goals, how we measure student success. It is the definition of success that drives teaching and learning in the era of policies mandated under No Child Left Behind and into the future. Current policy appears to dictate: if you can't quantify the learning, then no learning has occurred. I disagree with this idea. Crucial components of learning like innovation, creativity, and critical thinking should be seen as precursors to measuring student success. These components are being stifled in an educational environment that is driven by a definition of success that hinges on quantitative data.

*Priority III-Child Centered Education: I would like to advocate for child-centered education rather than standardized education as a progressive step toward the future. I envision an educational system where students, not politics or tests are at the center of learning, and where all students have the opportunities and resources they need to succeed. I see Child-centered learning as a philosophy rather than a methodology.

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

I am currently serving as the President of the Ocean View School District Board of Trustees. I have been actively working with the Superintendent and staff to create successful magnet school programs, including Language Immersion and STEM. In addition, I have worked with teacher and parent organizations as I advocate for all district school sites to have the opportunity to participate in outdoor science camps.

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

My interest in becoming a Delegate is rooted in my desire to further my school district's participation and role in statewide school board policy development. Working with my district, the County Office of Education, and CSBA leadership, I would like to build a relationship that reflects the interests of my district as a member of the larger statewide educational organization.

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

Signature: 

Date: January 7, 2015

Gina Clayton-Tarvin
6562 Montoya Circle
Huntington Beach, CA 92647
(714) 717-7122
mrsclaytontarvin@gmail.com

Elected Experience

Governing Board Trustee, Ocean View School District
November 2012 – Present Huntington Beach, CA
Currently serving as Board President

Representative Council Member, ABC Federation of Teachers
September 1997 – Present (17 years 5 months) Cerritos, CA

Vice-President, ABC Federation of Teachers
May 1997 – June 2011 (14 years 2 months) Cerritos, CA

Professional Experience

Teacher, Primary/Secondary/Adult School (K-12)
ABC Unified School District, September 1996 – Present, Cerritos, CA

Co-Author/Developer, United States Department of Education Magnet Schools Assistance Grant (MSAP) for Fedde Middle School, Hawaiian Gardens, CA in 1997 (ABCUSD)

Principal Writer of California Distinguished Schools Program Application for Cerritos Elementary School, Cerritos, CA in years 2008 and 2014 (ABCUSD)

Honors & Awards

California Distinguished Schools Award

California Department of Education, May 2014

Co-author, California Distinguished Schools Award, California School Recognition Program (CSR), Cerritos Elementary School, Cerritos, CA (ABCUSD)

California Distinguished Schools Award

California Department of Education, May 2008

Co-author, California Distinguished Schools Award, California School Recognition Program (CSR), Cerritos Elementary School, Cerritos, CA (ABCUSD)

Magnet Schools Assistance Program (MSAP)

U.S. Department of Education, March 1998

Grantee/Co-author, U.S. Department of Education, Magnet Schools Assistance Program (MSAP) Grant (\$3.5 million), Fedde Magnet Middle School "Project Discovery", Hawaiian Gardens, CA (ABCUSD)

Education/Certification

Bachelor of Arts, Anthropology, CSULB 1995

Single Subject Teaching Credential, Biological Sciences (Link)

California Commission on Teacher Credentialing, License 120530025, January 2008 – January 2018

Multiple Subject Teaching Credential, General Subjects (Link)

California Commission on Teacher Credentialing, License 081126632, July 1998 – February 2019

Languages Spoken

Italian

Serbo-Croatian

Spanish

Delegate Assembly Candidate Biographical Sketch Form



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Name: <u>Jeff Cole</u>	CSBA Region: <u>15</u>
District or COE: <u>Anaheim City School District</u>	Years on board: <u>4</u>
Contact Number: <u>714-928-3731</u>	E-mail: <u>mbiconsulting@msn.com</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate? _____	

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

My three top educational opportunities are:

- Develop policies that will support a collaborative environment between public and public charter schools and reduce tensions created by school takeovers.
- Support policies that create greater inclusion opportunities for disabled students.
- Support policies that create greater board autonomy from State and Federal control.

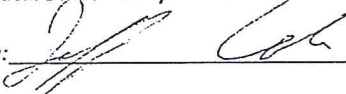
Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district, county and/or CSBA committees, etc.

I am deeply involved in district affairs and work closely with my fellow board members.

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

I would like the opportunity to bring my insight as a current classroom teacher, community member, and board member to the policy arena to reduce tensions created by education reform.

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

Signature: 

Date: 12-11-14

Jeff Cole

1235 North Citron Lane, Anaheim, CA 92801
Phone (714) 928-3731 E-mail: cole_je@auhsd.us

Credentials

Administrative Certificate of Eligibility	2013
CLAD/Single Subject Clear Social Studies	2011
Level II Mild/Moderate Specialist Credential K-Adult/CLAD/Autism	1998

Education

Ed.D. Educational Leadership California State University, Fullerton	2015
M.S. Special Education/CLAD Certification National University, San Diego, CA	1999
M.A. Social Sciences California State University, Fullerton	1994
B.A. Political Science with a minor in German Brigham Young University, Provo, Utah	1989

Professional Experience

RSP Teacher– Anaheim Union High School District	2001-Present
<ul style="list-style-type: none">• Implemented Co-teaching/Inclusion program at Ball Jr. H.S.• AUHSD Common Core Task Force member representing Ball• Professional growth through doctoral program• Engaged parents/students in setting school expectations• A GRIP mentor• Professional Learning Communities (PLC) training through the UCLA School Management Program• Trained in “Teach To The Future” classroom technology by Intel• Continually study multi-cultural perspectives in Mexico, Germany, Russia	
Teacher/Substitute—Orange County Department Education	2012-2013
<ul style="list-style-type: none">• Access Teacher for summer credit recovery program• Substitute Juvenile detention program	

Additional Professional Roles

Board Member – Anaheim City School District	2010-Present
<ul style="list-style-type: none">• Created board goal for Anaheim City School District to begin district-wide 6th grade co-teaching inclusion• Led a community study session on inclusion• Facilitated professional development for teachers participating in inclusion	

Professional References

Dr. Jaron Fried, Principal Ball Junior High School	714-936-3211
Dr. Paul Sevillano, Assistant Superintendent, Educational Services	714-920-7386
Mr. Michael Matsuda, Superintendent, AUHSD	714-261-7249



California School Boards Association

Delegate Assembly Candidate Biographical Sketch Form

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Name: <u>Jan Collins</u>	CSBA Region: <u>15</u>
District or COE: <u>Fountain Valley School District</u>	Years on board: <u>6</u>
Contact Number: <u>714.968.7057</u>	E-mail: <u>jcollins7057@gmail.com</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate? _____	

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

1. Equity and opportunities for all students.
2. Pertinent information on topics that help Board members be more effective in governance.
3. Enacting the LCFF in a complete and thorough manner.

These three items are critical for all Board members in the coming year.

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

- * I am serving my second term on the governing board and am the current Board President.
- * I have served on my district's Action Committee for Education (ACE) for 8 years and attended 8 Sacramento Safaris.
- * I served on the Superintendent Parent Council (SPC) for 4 years and am an active member of the FVSD's Schools Foundation.
- * I have served on the Huntington Beach Childrens' Needs Task Force for 10 years and served as Ad Hoc representative to the City of Huntington Beach.
- * I hold a Bachelor of Arts with an emphasis in geography and a Masters of Arts with emphasis in both political science and geography and a lifetime administrative credential.
- * I taught for 5 years and was a school assistant principal and principal for 29 years.
- * I was awarded the Golden Oak Award and the Continuing Service Award by the PTA as well as the Outstanding Contribution to Education Award by the OCDE and the Outstanding Service Award by FVSD in 2014 in recognition of volunteerism in our district.

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

- * I am a graduate of the CSBA Masters in Governance Program.
- * I am on the Orange County School Board Executive Board.
- * I regularly attend OCSBA/ACSA general dinner meetings.
- * I have attended 6 CSBA Annual Education Conferences.
- * I have always been keenly committed and passionate about public education.
- * I would like to serve as a delegate for Region 15 as a way of being an advocate for children and education.

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

Signature: Jan Collins

Date: 12/19/14

Delegate Assembly Candidate Biographical Sketch Form



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Name: Debbie Cotton
District or COE: OVSD
Contact Number: 714-843-9828

CSBA Region: 15
Years on board: 10
E-mail: ovsd@debracotton.com

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

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

1. Educating students to be productive citizens in the 21st century. We hear this a lot, but with the change in global opportunities it is important we provide our students with the best possible education so that they can compete. As we set policy, fight for funding, and lobby, students are a top priority of the Association.
2. Setting policy is a top job for CSBA. Working with changes in education and new laws as they are enacted policy needs to be kept up to date.
3. Funding for education - unfunded mandates and budget reductions/realignments are affecting every district in the State. Fighting to keep education a top priority with our legislatures is a top priority.

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

I have been very involved with my district, serving as Board President for 3 terms, Board Clerk for 3 terms and sat on almost every committee at some point in my 10 years on the Board. I go to every school site each year, hearing from students, staff and parents. In addition, I served on the Orange County School Boards Association for 2 terms as an Elementary Delegate. I research and then communicate, it is all about information and working with others to make education the best it can be.

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

As a 10 year board member and 17 year attorney mediator I bring a unique perspective to the mix. I have 2 children a 7th grader and 12th grader. Both my children have received a great education. I am grateful for the time my children have spent in both my district and the high school district and this is my way of giving back.

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

Debbie Cotton

1-5-15

Delegate Assembly Candidate Biographical Sketch Form



DUE: Wednesday, January 7, 2015

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Name: <u>Karin M. Freeman</u>	CSBA Region: <u>15</u>
District or COE: <u>Placentia-Yorba Linda Unified School District</u>	Years on board: <u>25</u>
Contact Number: <u>714-777-0686</u>	E-mail: <u>kmfynlca@aol.com</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>12 years</u>	

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

My top three priorities are: 1. Securing adequate funding for education, 2. Improving academic achievement, and 3. Expanding multiple pathways which engage more students and lead to greater success.

As the funding formula shifts, imbalances continue to exist. CSBA must continue to underscore these disparities, deliver the clear message of the budget limitation impact on education throughout California, and work on repealing the reserve cap.

The advent of Common Core challenges all educators to deliver an improved educational program with increased student achievement. CSBA must continue offering resources and information to districts so as to better solve new issues and handle controversy arising with the implementation.

More attention needs to be placed on individualized educational pathways which include career technical education and worked-based learning opportunities. CSBA must remain a vital resource for supportive services to assist districts.

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

My experience as a board member began in a K-8 district, affording me an excellent early introduction into the needs of a district. Certainly fiscal stability was at the forefront of everything we did in a district of about 2000 ADA. Following a merger into a larger unified district in 1989, my role on the board became more complex in terms of issues that confront a K-12. My involvement began to expand beyond the district boundaries. I have been PYLUSD's representative on the North Orange County ROP board since 1991. That role has helped me understand the importance of career technical education as critical, helping students understand the connection between academics and the world of work that eventually will be in their future.

I am a continuing member of the Orange County School Boards Association Board of Directors. This provides an opportunity to give input into matters affecting our county. Additionally I continue to serve on the Orange County Committee on School District Organization, evaluating and making decisions on issues confronting other districts within the county.

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

As a current Delegate, I value the opportunity to work as a colleague with other delegates in Region 15 as well as with other delegates throughout California to help chart the course for CSBA as it works on behalf of California school boards, and ultimately, school-age children. Orange County has had a long history of demonstrating leadership within CSBA. I believe we work hard to find solutions to problems common to many in education.

As one of those delegates, I am willing to learn from and share with other board members, to be collaborative, and to find better ways and the means to deliver a quality education in public schools. My different experiences and roles during my years as a board member have given me a solid foundation from which to offer perspectives on issues and to be a contributing member. I will work to assure CSBA remains effective, transparent, and accessible for all board members in our state.

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

Signature: Karin M. Freeman

Date: January 5, 2015

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

EDUCATIONAL LEADERSHIP EXPERIENCE

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

CIVIC INVOLVEMENT/ACTIVITIES

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

EDUCATION/PROFESSIONAL/PERSONAL

- B.A., Political Science, UCI
- Lived in Germany for two years post university.
- Former technical English teacher, IBM Germany
- Former customer service supervisor, Southern California Edison
- 1990 Recipient of Honor, Orange County Commission on Status of Women
- 2005 Marian Bergeson Award, Outstanding Board Member in Orange County
- Married 45 years with two children graduating our public schools; one grandchild now in district preschool

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



Delegate Assembly Candidate Biographical Sketch Form

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Name: <u>Robert A. Singer, Ph.D.</u>	CSBA Region: <u>15</u>
District or COE: <u>Fullerton Joint Union High School District</u>	Years on board: <u>34</u>
Contact Number: <u>(714) 871-6326</u>	E-mail: <u>sing4us@aol.com</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>14 years</u>	

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

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

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

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

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

As a 14 year Delegate Assembly member, I believe I have contributed to and been effective in working with my fellow Orange County delegates in constructively influencing the specific and general decisions of the CSBA. I wish to continue assisting CSBA and school board members to: Obtain adequate funding to meet the full spectrum of educational needs and mandates; Preserve local control to allow districts to meet their unique student and district needs/constraints; Establish a thoughtful, integrated, statewide educational framework to help guide legislative and agency directions to state schools; Ensure implementation of meaningful, educationally sound, stable, and cost-effective State educational accountability and standards systems; Evolve high payoff and supportable approaches to incorporating and maintaining educational technology; Enhance educational governance. As your delegate, I was elected by the Delegate Assembly to be on the CSBA Nominating Committee and was selected to serve as a Golden Bell Award local validator.

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

Signature: Robert A. Singer

Date: December 19, 2014



Delegate Assembly Candidate Biographical Sketch Form

DUE: Wednesday, January 7, 2015

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | or fax (916) 371-3407

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will **not** be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department by January 7 postmarked by the U.S.P.S. Late submissions will not be accepted. If you have any questions, please contact Charlyn Tuter in Leadership Services at ctuter@csba.org or (800) 266-3382.

Name: <u>Suzie R. Swartz</u>	CSBA Region: <u>15</u>
District or COE: <u>Saddleback Valley Unified</u>	Years on board: <u>14</u>
Contact Number: <u>(949) 830-5924</u>	E-mail: <u>suzieswartz@cox.net</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>4 years</u>	

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

1. Repeal of the cap on school district reserves – SB 858, Section 27 as guaranteed with the passage of Proposition 2. We must ensure our school districts' financial security and protect the students we serve.
2. Fair and equal funding of concentration grants by school in the weighted student formula of Local Control Funding Formula so "like" schools with concentrations of the same student demographics receive the same funding.
3. Increase efforts to influence state and federal policy makers' and the public's perception of effective education reform and Common Core.

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

(1) Have served terms in all board offices, including a fourth term as President; (2) Vice President of Orange County School Boards Association (OCSBA) and have served in various capacities on the Board of Directors for the past 10 years, including two (2) terms as president; (3) Served this year on the California School Boards Association Nominating Committee; (4) Member of the Orange County Education Coalition steering committee; provided public relation services to promote coalition rallies and events over the past 12 years; (5) Have also served on the board of Coastline ROP and served as representative to the South County Chamber of Governmental Affairs Committee; (6) Helped establish the SVUSD Arts Education Alliance and have served many terms on PTA and PTA council executive boards along with music and athletic booster boards, including terms as president and legislative action chair; (7) Served on OCDE Character Education and Early Childhood committees, and (8) In 2000, coordinated and implemented positive youth development workshops training hundreds of teachers, administrators and parents in SVUSD and CUSD.

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

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

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

Signature: *Suzie R. Swartz*

Date: December 17, 2014

Suzie R. Swartz for CSBA Delegate Assembly Region 15

School District

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

Experience

- Current President of Saddleback Valley Unified School District Board of Education and have served an additional three terms as President and Vice President, as well as four terms as Clerk of the Board
- Four years representing Region 15 in Delegate Assembly
- Served on the 2014 California School Boards Association Nominating Committee
- Vice President of Orange County School Boards Association – served three terms as President, Vice President, and Political Action Group Effort (PAGE) Chair
- Served five years on Coastline ROP Board, including one term as President
- Member of Orange County Education Coalition Steering Committee; volunteered public relations services to promote coalition rallies and events the past 12 years
- California School Boards Association Federal Government Relations Rep 2004-05
- School District Representative to South County Regional Chambers of Commerce

Community Service

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

Education

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

Employment

- Public Relations and Marketing Communications Consultant
- Preschool Teacher

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

Delegate Assembly Candidate Biographical Sketch Form



DUE: Wednesday, January 7, 2015

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | or fax (916) 371-3407

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will **not** be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department by January 7 postmarked by the U.S.P.S. Late submissions will not be accepted. If you have any questions, please contact Charlyn Tuter in Leadership Services at ctuter@csba.org or (800) 266-3382.

Name: <u>Dolores Winchell</u>	CSBA Region: <u>15</u>
District or COE: <u>Saddleback Valley Unified</u>	Years on board: <u>4</u>
Contact Number: <u>Cell (949) 400-3621</u>	E-mail: <u>Dolores.winchell@svusd.org</u>

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

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

1. The Reserve Cap & Local Control
2. Dedicated, Guaranteed State Funding for K-12
3. Music, The Arts, and Robust Support of CTE via ROPs

All of these educational priorities are important to the Association because of their impact on students in K-12 public education.

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

Prior to board service I attended school board meetings for 13 years and served in multiple leadership roles in PTA including President at Elementary, High School and Council (district level). In addition, I campaigned for the Facilities Bond Measure and then served as the Vice Chairman of the COC for six years visiting numerous construction and modernization projects. I support bond measures and believe that state matching funds are critical to local districts for maintenance and modernization of facilities.

Music and The Arts have been drastically cut by many districts over the years and, I support the restoration of these important programs as I believe they provide students with opportunities for a well-rounded education. I have been intimately involved in supporting music as a parent music booster for the past eight consecutive years. We need to seize opportunities to restore Music and The Arts in conjunction with STEAM and Common Core.

I am an avid supporter of CTE and strongly support our local ROP. ROP delivers rigorous CTE classes which are in high demand in our district and accomplishes this much more economically that we are able. I believe we need to provide multiple career pathways for our diverse student population and ROP serves as an excellent partner to meet that objective. Having just spent two years serving as our board representative on the Coastline ROP Board, I have seen countless successful students and heard their stories, and will wholeheartedly continue in my support of CTE delivery via ROPs.

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

While serving in PTA, I was active with legislative activity, and had the opportunity to attend Sacramento Safari many times and local events to advocate for students and education. I have one child in college who is a music major, and another musician still in high school who is also involved in ROP CTE classes. I feel that I need to passionately advocate for Music, The Arts and CTE, because I have seen first-hand how many students benefit, become engaged in their education, and find their career pathway with these important programs. I believe that my background and experience have prepared me to be a strong public education advocate for all students, and a contributing member of Delegate Assembly.

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

Signature: Dolores Winchell

Date: 1-28-15

PROFESSIONAL RESUME FOR DOLORES WINCHELL

Name: *DOLORES WINCHELL*

Profession: *Saddleback Valley Unified School District Governing Board Member &
F/T Corporate Human Resources Manager*

Education Background: *BS – Management, Pepperdine University*

Credentialed SPHR – Senior Professional in Human Resources

School Committees/Volunteer Positions:

- *Three Time PTA President, Rancho Cañada Elementary, Laguna Hills HS, Saddleback Valley PTA Council (District)*
- *PTA Auditor, Leg Rep., Yearbook Editor, Newsletter Editor, Parliamentarian, Hawk Walk Registration Coordinator, Every 15 Minutes Coordinator, Freshman Parent Orientation, etc.*
- *Site Council Member, Rancho Cañada Elementary, Serrano Intermediate, Laguna Hills High School*
- *SVUSD Committees – Facilities Advisory, Strategic Planning, Budget Advisory, etc.*
- *School site – Room Mom, Classroom Volunteer, Parking Lot Greeter, Field Trip Chaperone, etc.*
- *Band Booster – Field Show Coordinator, Parliamentarian, Meals Coordinator, Chaperone, etc.*

Government Experience (Elected office, appointed positions, etc.)

- *SVUSD Governing Board Member and past President, Vice President and Clerk*
- *Coastline ROP Board of Trustees – Past President & Vice-President*
- *SVUSD Vice Chairman, Citizens' Oversight Committee for Facilities Bond Measure, 6 yrs.*
- *Regional Center of Orange County – Board Member 6 yrs.*

Current Organizations:

- *PTA Member since 1998*
- *El Toro High School PSTO Member*
- *El Toro High School Royal Blue Regiment Band Booster Member*
- *Saddleback Church Member & Small Group Leader*
- *PHIRA – Professionals in Human Resources Association*

Fountain Valley School District
Superintendent's Office

SPECIAL MEETING OF THE BOARD OF TRUSTEES

10055 Slater Avenue
Fountain Valley, CA 92708

January 10, 2015

MINUTES

President Collins called the regular meeting of the Board of Trustees to order at 8:30am.

CALL TO ORDER

The following board members were present:

ROLL CALL

Ian Collins	President
Jeanne Galindo	President Pro-Tem
Sandra Crandall	Clerk
Lisa Schultz	Member
Jim Cunneen	Member

Motion: Mrs. Galindo moved to approve the meeting agenda.

AGENDA APPROVAL

Second: Mr. Cunneen

Vote: 5-0

Mr. Collins led the Pledge of Allegiance.

PLEDGE OF
ALLEGIANCE

PUBLIC COMMENTS

There were no requests to address the Board.

PUBLIC COMMENTS

BOARD WORKSHOPS

The Board participated in a workshop facilitated by Gloria Johnston, Achievement Equity, Inc. focusing on governance.

GOVERNANCE
WORKSHOP

ADJOURNMENT

Motion: Mrs. Galindo moved to adjourn the meeting at 2:00pm.

Second: Mrs. Schultz

Vote: Unanimously approved

/rl

MIN01015

Fountain Valley School District
Superintendent's Office

REGULAR MEETING OF THE BOARD OF TRUSTEES

10055 Slater Avenue
Fountain Valley, CA 92708

January 15, 2015

MINUTES

President Collins called the regular meeting of the Board of Trustees to order at 6:30pm.

CALL TO ORDER

The following board members were present:

ROLL CALL

Ian Collins	President
Jeanne Galindo	President Pro-Tem
Sandra Crandall	Clerk
Lisa Schultz	Member
Jim Cunneen	Member

Motion: Mrs. Galindo moved to approve the meeting agenda.

AGENDA APPROVAL

Second: Mr. Cunneen

Vote: 5-0

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

PUBLIC COMMENTS

Mr. Collins announced that the Board would retire into Closed Session. No action was anticipated. The following was 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.
- Pupil Personnel: *Education Code 35146*
- Negotiations: *Government Code 54957.6*
Update and review of negotiations with the FVEA and CSEA Bargaining Units with the Board's designated

representative, Cathie Abdel.

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

Webelos Troop 563 led the Pledge of Allegiance.

PLEDGE OF
ALLEGIANCE

SPECIAL PRESENTATIONS

It is an interest of the Board of Trustees to recognize students who display high achievement, improvement or extraordinary effort. The Board recognized six outstanding students from Cox School: Marcel Brignardello (K), Treshaan Schunck (1st), Raymond Reyes (2nd), Vivian Nguyen (3rd), Melanie Lopez (4th) and Cove McClintock (5th). The Board was joined by Principal Ham, Cox staff and family members in congratulating these students on their exemplary accomplishments.

RECOGNITION OF
STUDENTS FROM COX
SCHOOL

It is an interest of the Board of Trustees to recognize students who display high achievement, improvement or extraordinary effort. The Board recognized six outstanding students from Gisler School: Erin Weimer (K), Isabelle Buhman (1st), Jia Zhen Aizhi Lim (2nd), Austin Kilroy (3rd), Kiandre Tressler (4th), and Kaylin Hyland (5th). The Board was joined by Principal Bains, Gisler staff and family members in celebrating these students on their exemplary accomplishments.

RECOGNITION OF
STUDENTS FROM
GISLER SCHOOL

It is an interest of the Board of Trustees to recognize outstanding parent volunteers who give generously of their time and talents to our schools. From Cox School, the Board recognized and thanked Chris Hay and Stephen Schwarz for their dedication to Cox School.

RECOGNITION OF
PARENT VOLUNTEERS
FROM COX SCHOOL

It is an interest of the Board of Trustees to recognize outstanding parent volunteers who give generously of their time and talents to our schools. From Plavan School, the Board recognized and thanked Marti Cope and Tami Morrison for their dedication to Gisler School.

RECOGNITION OF
PARENT VOLUNTEERS
FROM GISLER SCHOOL

Principal Erin Bains and teachers Julie Breiter and Amelia Terich presented to the Board of Trustees a review of their recent visit to Beijing and the opportunities encountered in visiting local schools to discuss the similarities and differences in our teaching techniques and strategies.

CHINA VISIT
PRESENTATION BY
PRINCIPAL ERIN BAINS
AND TEACHERS JULIE
BREITER AND AMELIA
TERICH

STAFF REPORTS AND PRESENTATIONS

Superintendent Mark Johnson, Ed.D. presented to the Board of Trustees the Superintendent Entry Plan for the Fountain Valley School District.

**PRESENTATION OF THE
SUPERINTENDENT'S
ENTRY PLAN**

BOARD REPORTS AND COMMUNICATIONS

Mrs. Crandall participated in the Community Foundation food drive, listened to the CSBA Annual Education Conference general session webinars, attended the FVHS concert at Segestrom Hall, as well as the Plavan and Cox concerts, attended the dedication of the DO building to Dr. Ecker and the WOCCSE meeting honoring him, the DO staff holiday breakfast, the math textbook in-services, the Board workshop regarding governance, two meetings with Dr. Johnson, the Fountain Valley Kiwanis meeting, and presented a Community Volunteer Academy training on literacy. She thanked Dr. Johnson for a strong start.

Mrs. Galindo attended the dedication of the DO building to Dr. Ecker, the Board workshop on governance, and listened to the CSBA webinar on LCFF and the collective bargaining process.

Mrs. Schultz attended the CSBA Annual Education Conference and New Board Member Workshop, the dedication of the District Offices to Dr. Ecker, the DO staff holiday breakfast, an ACE meeting, and the Board workshop on governance.

Mr. Cunneen attended the Dec. 16th Fountain Valley city Council meeting where Dr. Ecker, Mrs. Fullerton and Mr. Martin presented, the Cox and Plavan holiday concerts, the dedication of the DO building to Dr. Ecker, the Personnel Commission meeting, the Board workshop on governance, an ACE meeting, and the Fountain Valley Mayor's Breakfast.

Mr. Collins attended the CSBA Annual Educational Conference, the DO staff holiday breakfast, a Rotary meeting, the dedication of DO building to Dr. Ecker, a Cox tour, the local board presidents meeting, and the Board workshop on governance. He welcomed our two new trustees to their first full board meeting and reminded everyone of the upcoming Taste of Fountain Valley.

PUBLIC COMMENTS

There were no requests to address the Board.

PUBLIC COMMENTS

LEGISLATIVE SESSION

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

CONSENT
CALENDAR/
ROUTINE ITEMS OF
BUSINESS

Second: Mrs. Schultz

Vote: 5-0

The Consent Calendar included:

- Board Meeting Minutes from the December 10th annual organizational meeting
- Personnel Items (Employment Functions, Workshops/Conferences, and Consultants)
- Donations
- Warrants
- Purchase Order Listing
- Budget Adjustments
- Williams Quarterly Report for Second Quarter 2014-15
- Contract with Leadership Associates
- Updated Field Trip List 2014-15
- 2015 CASBO Annual Conference

SUPERINTENDENT’S COMMENTS/NEW ITEMS OF BUSINESS

Dr. Johnson Applauded the depth and richness of the Board’s reports. He thanked the Board for tonight’s first meeting, noting his appreciation for collaboration with Mr. Collins on this evening’s agenda. He thanked the Board for their tremendous support and advice. He thanked senior managers and cabinet for allowing him to come in and accepting him into group. He also thanked our principals, noting they are a strong group of individuals. In addition he thanked, Masuda, Fulton, Gisler, Plavan and Tamura for welcoming him to their campuses. He noted his upcoming visit to Tamura tomorrow. And he thanked the community for their great advice. He thanked Susan Johnson for her support and latitude. And he thanked Mrs. Lucchese.

Mr.Collins Noted the upcoming Open House to welcome Dr. Johnson to the District on January 22nd at the District Office from 5-7pm.

ADJOURNMENT

Motion: Mrs. Galindo moved to adjourn the meeting at 8:58pm.

Second: Mrs. Schultz

Vote: Unanimously approved

/rl

**FOUNTAIN VALLEY SCHOOL DISTRICT
PERSONNEL ITEMS FOR APPROVAL
February 19, 2015**

1.0 EMPLOYMENT FUNCTIONS:

1.1 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>
1.1.1	DeJulio, Rebecca	Plavan	4 th Grade	Maternity	04/10/2015
1.1.2	Kitahara, Amanda	Newland	4 th Grade	Maternity	04/20/2015
1.1.3	Rigdon, Stephanie	Gisler	2 nd Grade	Maternity	04/13/2015
1.1.4	Schultz, Kelly	District Office	School Nurse	Medical	03/31/2015
1.1.5	Yu, Connie	Fulton	Middle School	Maternity	05/18/2015

1.2 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF NEW CERTIFICATED EMPLOYEE, KELLY COLEMAN AT OKA SCHOOL, ON TEMPORARY CONTRACT EFFECTIVE 02/02/2015 ENDING 06/17/2015.

1.3 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE REVISED SPORT TOURNAMENT CALENDAR FOR 2014-2015 SCHOOL YEAR.

1.4 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE FOLLOWING CERTIFICATED CHANGE OF STATUS, EFFECTIVE THE FIRST DAY OF THEIR WORK YEAR 2014-2015 SCHOOL YEAR.

	<u>EMPLOYEE</u>	<u>ASSIGNMENT</u>	<u>LOCATION</u>	<u>FROM</u>	<u>TO</u>	<u>EFFECTIVE</u>
1.4.1	Abedzadeh, Kellie	Middle School/ELA	Talbert	Temporary	Prob II	08/27/2014
1.4.2	Abney, Jackie	Speech & Language	Newland	Temporary	Prob I	08/27/2014
1.4.3	Barnes, Kristen	2 nd Grade	Newland	Temporary	Prob II	08/27/2014
1.4.4	Best, Chelsea	SDC	Newland	Temporary	Prob I	08/27/2014
1.4.5	Brannon, Jennifer	RSP	Fulton	Temporary	Prob II	08/27/2014
1.4.6	Covacevich, Robert	Music	Masuda	Prob I	Prob II	08/27/2014
1.4.7	Eller, Nan	Speech & Language	Oka	Temporary	Prob I	08/27/2014
1.4.8	Foster, Lauren	Science	Masuda	Prob I	Prob II	08/27/2014
1.4.9	Gibson, Erica	Speech & Language	Plavan	Temporary	Prob I	08/27/2014
1.4.10	Hastings, Jessica	RSP	Oka	Temporary	Prob II	08/27/2014
1.4.11	Hughes, Britanya	RSP	Fulton	Temporary	Prob II	08/27/2014
1.4.12	Jones, Ashley	2 nd Grade	Newland	Temporary	Prob II	08/27/2014
1.4.13	Katz, Solomon	Music	Fulton	Prob I	Prob II	08/27/2014
1.4.14	Kendzierski, Kerrie	Speech & Language	Courreges	Temporary	Prob I	08/27/2014
1.4.15	Manthorne, Kristi	Kindergarten	Plavan	Prob I	Prob II	08/27/2014
1.4.16	McLemore, Katherine	Middle School Math/Home Ec	Masuda	Prob I	Prob II	08/27/2014
1.4.17	Moothart, Lindsey	5 th Grade	Plavan	Temporary	Prob II	08/27/2014

1.4.18	Plummer, Brandon	1 st Grade	Tamura	Temporary	Prob II	08/27/2014
1.4.19	Robertson, Kristin	Music	Talbert	Prob I	Prob II	08/27/2014
1.4.20	Rutter, Kelly	5 th Grade	Plavan	Prob I	Prob II	08/27/2014
1.4.21	Schultz, Kelly	School Nurse	DO	Temporary	Prob I	08/27/2014
1.4.22	Shubin, Elaine	School Nurse	DO	Prob I	Prob II	08/27/2014
1.4.23	Traw, Diane	1 st Grade	Cox	Prob I	Prob II	08/27/2014
1.4.24	Wantink, Jenna	TK	Newland	Temporary	Prob II	08/27/2014

2.0 EMPLOYMENT FUNCTIONS

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

	<u>EMPLOYEE</u>	<u>LOCATION</u>	<u>ASSIGNMENT</u>	<u>EFFECTIVE</u>
2.1.1	Fields, Lauren	Gisler	ESP Aide	02/02/2015

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

February 19, 2015

INSTRUCTION

3.0 APPROVAL OF ADDITIONAL DUTY REQUESTS

	<u>NAME</u>	<u>ASSIGNMENT</u>	<u>SALARY</u>	<u>BUDGET</u>	<u>DATE</u>
3.1	ANGELES, Vanessa EDMONDSON, Jennifer EMERSON, Teri JIMENEZ, Mary MIALI, Carla PATE, David (Oka)	Title I Intervention	Employee's hourly rate	010113755-1113	January, 2015 - March, 2015

REASON FOR LATE SUBMITTAL: Names submitted after Board approval cut-off date.

3.2	DEJULIO, Rebecca KEEFER, Debra KHA, Kim MADDEN, Elizabeth MOOTHART, Lindsey PANELLA, Cheryl RIECK, Mara RUTTER, Kelly TERICH, Amelia URBAN, Kristen VOSS, Lauren WALLACE, Julie YAMABE, Kevin (Plavan)	Title I Intervention	Employee's hourly rate	010114055-1113	January, 2015 - March, 2015
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REASON FOR LATE SUBMITTAL: Names submitted after Board approval cut-off date.

3.3	KIM, Abir (CR) MCCOMBS, Michelle (CR) MELCER, Erica (CR) NAUGHTON, Kathleen (CR) RUIG, Valarie (CR) BUCK, Niki (CX) CARRASCO, Christine (CX) DESORMIERS, Carrie (CX) TAKEUCHI, Emily (CX) YAGER, Dana (CX) DERMENCI, Sibel (PL) DAO, Huong (TAM) QUEEN, Alicia (TAM) (Assess. & Account.)	EL Intervention class	Employee's hourly rate	Various, by school	January, 2015 - March, 2015
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REASON FOR LATE SUBMITTAL: Names submitted after Board approval cut-off date.

4.0 CONFERENCE/WORKSHOP ATTENDANCE

	<u>NAME</u>	<u>ATTENDING</u>	<u>LOCATION</u>	<u>COST</u>	<u>BUDGET</u>	<u>DATE</u>
4.1	HOANG, Anh ORTEGA, Maria Elena (Childcare Programs)	OCDE Preschool GLAD training	Anaheim, CA	\$750/each	010269275-5210	1/26/2015 - 1/30/2015

REASON FOR LATE SUBMITTAL: These names were on a waiting list and were just given notice that they would be able to attend.

FOUNTAIN VALLEY SCHOOL DISTRICT

Revised: 01/15/2015

PERSONNEL

TO: All Schools
FROM: Cathie Abdel, Assistant Superintendent, Personnel
SUBJECT: **Sport Tournament Dates**
DATE: June 20, 2014

Please note the tournament dates for the **2014-2015** School Year. Those attending require many substitutes and buses. As you plan school calendars, avoid scheduling activities, which require substitutes on these days.

<u>DATE</u>	<u>ACTIVITY</u>	<u>LOCATION</u>
Wednesday, 11/19/2014	SOCCER	TALBERT MIDDLE SCHOOL
Wednesday, 02/11/2015	BASKETBALL	MASUDA MIDDLE SCHOOL
<u>Wednesday, 04/29/2015</u>	VOLLEYBALL	FULTON MIDDLE SCHOOL
Wednesday, 06/03/2015	TRACK and FIELD	FULTON MIDDLE SCHOOL

Board Approved: _____

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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

SCHOOL RECEIVING DONATION: Courreges Elementary School

NAME OF DONOR: Orange County Community Foundation "Fedco Teacher Grant Fund"

DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)
\$2,000.00, Check #58292, 12/9/14

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: 010014787-5812 - \$690.00
010014787-5650 - \$1,310.00

INTENDED USE: (State how this will be used) ExplorOcean field trip for 5th grade

REVIEWED: *C. Christ* APPROVED/DISAPPROVED: 1/8/2015
Principal/Department Head Date

REVIEWED: *[Signature]* APPROVED/DISAPPROVED: 1/9/15
Assistant Superintendent Date
Business/Administration

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

BOARD APPROVAL DATE: 2/19/15

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Cox Elementary

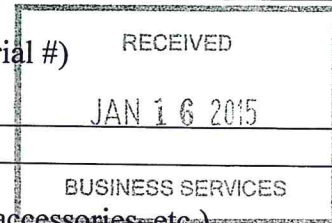
NAME OF DONOR: At+ Employee Giving Campaign

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

#5600498170 \$ 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: 010820000 -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 0100132894310

INTENDED USE: (State how this will be used) Classroom Enhancement

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

REVIEWED: [Signature] APPROVED/DISAPPROVED: _____
Assistant Superintendent Business/Administration [Signature] Date 1/16/15

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

BOARD APPROVAL DATE: 2/19/15

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Cox Elementary

NAME OF DONOR: At + + Employee Giving

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

\$10 #5600536012

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

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

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

REVENUE ACCT: 010320000 -8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 0100132324310

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

REVIEWED: [Signature] APPROVED/DISAPPROVED: 1/30/15
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 1/30/15
Assistant Superintendent Business/Administration Date

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

BOARD APPROVAL DATE: 2/19/15

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Carissa Nunn, Teacher @ Gisler School

NAME OF DONOR: Schools First Federal Credit Union

DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)
2014-2015 Education Foundation grant for "Apple iPads Used as a Learning Tool"
Check #1428 @ \$4,989.39

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: 01 031 0000 - 8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 01 001 3189 - 4399

INTENDED USE: (State how this will be used) Purchase of iPads for classroom

REVIEWED: *Ci C Davis*
Principal/Department Head

APPROVED/DISAPPROVED: _____
Date 2-02-15

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

APPROVED/DISAPPROVED: _____
Date 2/4/15

REVIEWED: _____
Assistant Superintendent
Instruction

APPROVED/DISAPPROVED: _____
Date _____

BOARD APPROVAL DATE: 2/19/15

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.) \$ 1,555.51

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) Clubs, Sports release time, Stipends, & Benefits

REVIEWED: [Signature]
Principal/Department Head

APPROVED/DISAPPROVED:

1/30/15
Date

REVIEWED: [Signature]
Assistant Superintendent
Business/Administration

APPROVED/DISAPPROVED:

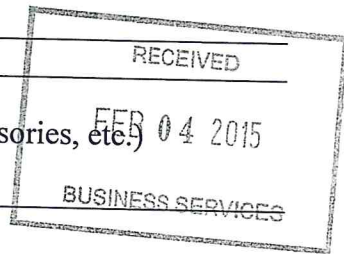
2/4/15
Date

REVIEWED: _____
Assistant Superintendent
Instruction

APPROVED/DISAPPROVED: _____

Date

BOARD APPROVAL DATE: 2/19/15



FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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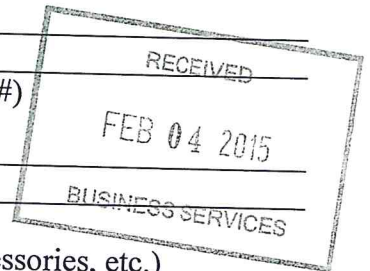
SCHOOL RECEIVING DONATION: Fulton

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.) \$ 675.75

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) Coach Stipends & benefits

REVIEWED: [Signature]
Principal/Department Head

APPROVED/DISAPPROVED:

1/30/15
Date

REVIEWED: [Signature]
Assistant Superintendent
Business/Administration

APPROVED/DISAPPROVED:

2/5/15
Date

REVIEWED: _____
Assistant Superintendent
Instruction

APPROVED/DISAPPROVED: _____

Date

BOARD APPROVAL DATE: 2/19/15

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.) **\$ 112.64**

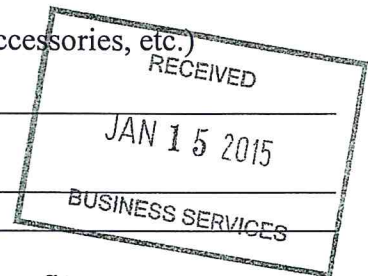
ESTIMATED INSTALLATION COST: (Note software needs, special wiring required, additional components needed, transportation, etc.)

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 coach stipend and benefits

REVIEWED: [Signature] APPROVED/DISAPPROVED: APPROVED 1/14/15
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: APPROVED 1/15/15
Assistant Superintendent Date
Business/Administration

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

BOARD APPROVAL DATE: 2/19/15

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Fulton

NAME OF DONOR: California 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.) **\$ 100.00**

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

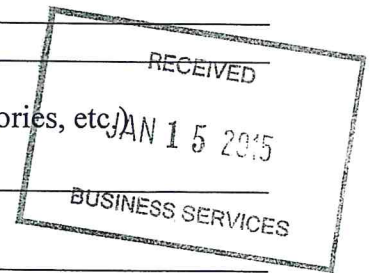
INVENTORY INFORMATION: (Include quantity, brand name, model #, serial #)

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

REVENUE ACCT: 010290000-8699

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

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



REVIEWED: [Signature] APPROVED/DISAPPROVED: APPROVED Date: 1/14/15

REVIEWED: [Signature] APPROVED/DISAPPROVED: APPROVED Date: 1/15/15

REVIEWED: _____ APPROVED/DISAPPROVED: _____ Date: _____

BOARD APPROVAL DATE: 2/19/15

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Fulton Middle School

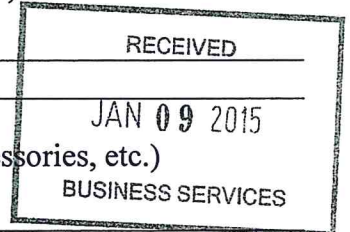
NAME OF DONOR: James H. Tran

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 #3634 in the amount of \$6000.00, received DECEMBER 29, 2014

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

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

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



REVENUE ACCT: 010290000 -8699

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

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

REVIEWED: [Signature] APPROVED/DISAPPROVED: APPROVED Date: 1/9/15
Principal/Department Head

REVIEWED: [Signature] APPROVED/DISAPPROVED: APPROVED Date: 1/12/15
Assistant Superintendent
Business/Administration

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

BOARD APPROVAL DATE: FEBRUARY 19, 2015

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Fulton

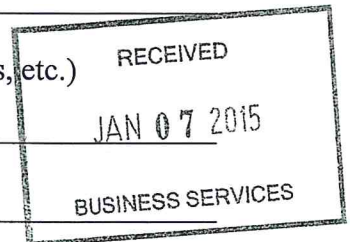
NAME OF DONOR: United Way

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.) **\$ 500.00**

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

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

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



REVENUE ACCT: 010290000-8699

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

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

REVIEWED: [Signature] APPROVED/DISAPPROVED: [Signature] 1/6/15
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: [Signature] 1/8/15
Assistant Superintendent Date
Business/Administration

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

BOARD APPROVAL DATE: 2/19/15

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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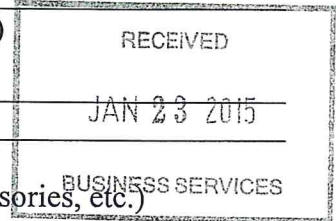
SCHOOL RECEIVING DONATION: Fulton

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.) \$ 1704.11

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

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



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

REVENUE ACCT: 010290000-8699

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

INTENDED USE: (State how this will be used) Clubs, Sports release time, Stipends, & Benefits

REVIEWED: [Signature] APPROVED/DISAPPROVED: APPROVED 1/22/14
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: APPROVED 1/27/14
Assistant Superintendent Date
Business/Administration

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

BOARD APPROVAL DATE: 2/12/15

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: FVSD ~ District Office

NAME OF DONOR: Caitlin 600 Anton Blvd., Suite 1740 Costa Mesa, CA 92626

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.)
12 used HP Compaq 1751g PC monitors with a current market value of \$30 each for a total of \$360.00
Monitors are in good condition and were donated to Fountain Valley School District on 12/30/2014.

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

INVENTORY INFORMATION: (Include quantity, brand name, model #, serial #)
12 HP Compaq 1751g PC monitors

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

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

INTENDED USE: (State how this will be used) As monitors are needed, for distribution throughout Fountain Valley School District.

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

REVIEWED: [Signature] APPROVED/DISAPPROVED: 1/8/15
Assistant Superintendent Date
Business/Administration

REVIEWED: [Signature] APPROVED/DISAPPROVED: 1/8/15
Assistant Superintendent Date
Instruction

BOARD APPROVAL DATE: Feb 19, 2015
~~January 15, 2015~~

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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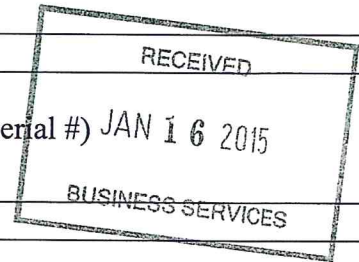
SCHOOL RECEIVING DONATION: Masuda

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.)
\$1593.62

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 stipends and After School Clubs stipends

REVIEWED: [Signature] APPROVED/DISAPPROVED: 1/15/15
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 1/16/15
Assistant Superintendent Date
Business/Administration

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

BOARD APPROVAL DATE: 2/19/15

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 \$276.22

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

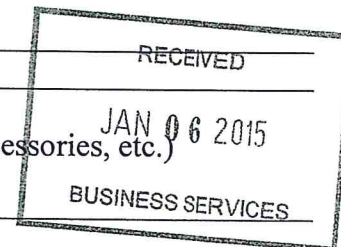
None

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

None

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

None



REVENUE ACCT: _____

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: Jennifer Morgan
Principal/Department Head

APPROVED/DISAPPROVED: _____
Date 12/17/14

REVIEWED: [Signature]
Assistant Superintendent
Business/Administration

APPROVED/DISAPPROVED: [Signature]
Date 1/6/15

REVIEWED: _____
Assistant Superintendent
Instruction

APPROVED/DISAPPROVED: _____
Date _____

BOARD APPROVAL DATE: 2/19/15

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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SCHOOL RECEIVING DONATION: Talbert Middle School

NAME OF DONOR: Talbert PTO

DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)
\$3863.59 check #3939

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

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

RECEIVED
JAN 15 2015
BUSINESS SERVICES

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

REVENUE ACCT: 010380000-8699
EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 010143889-1113 \$3453.48, -3101 \$285.06, -3313 \$49.74, -3501-\$1.59, -3601 \$73.72

INTENDED USE: (State how this will be used) To pay for After School Cubs, Soccer coaches stipend and release time, Cheer coach stipend and release time

REVIEWED: Jennifer Morgan APPROVED/DISAPPROVED: _____
Principal/Department Head Date 1/12/15

REVIEWED: Skull APPROVED/DISAPPROVED: _____
Assistant Superintendent Business/Administration Date 1/15/15

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

BOARD APPROVAL DATE: 2/19/15

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

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

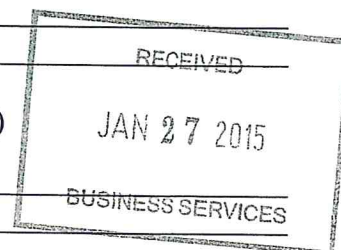
SCHOOL RECEIVING DONATION: Tamura

NAME OF DONOR: PTO

DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)
Check #3616 \$3,120.00

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: 010100000-8699

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

INTENDED USE: (State how this will be used) Outdoor Science School Transportation

REVIEWED: [Signature] APPROVED/DISAPPROVED: 1/23/2015
Principal/Department Head Date

REVIEWED: [Signature] APPROVED/DISAPPROVED: 1/29/15
Assistant Superintendent Business/Administration Date

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

BOARD APPROVAL DATE: 2/19/15

FOUNTAIN VALLEY SCHOOL DISTRICT

BOARD MEETING FEBRUARY 19, 2014

TO: Christine Fullerton
FROM: Mino Nhek
SUBJECT: Warrant Listing - Check Numbers 67891 - 68233
DATES: 1/8/2015 - 2/3/2015

FUND 01	GENERAL FUND	\$457,114.52
FUND 12	CHILD DEVELOPMENT	\$18,788.30
FUND 13	CAFETERIA	\$50,406.94
FUND 25	CAPITAL FACILITIES	
FUND 40	SPECIAL RESERVE	\$22,238.33
FUND 68	WORKERS COMP	\$64,936.56
FUND 69	INSURANCE	\$359,641.60
TOTAL		\$973,126.25

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 02/19/2015

FROM 01/07/2015 TO 02/10/2015

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
I20M4196	AMERICAN ENVIRONMENTAL SPECIAL	475.00	475.00	012869390 5645	Maintenance / Outside Svcs-Repairs & Mainten
I20M4197	EXECUTIVE ENVIRONMENTAL CORP	5,000.00	5,000.00	012869390 6223	Maintenance / Tests & Examinations Bldgs
I20M4198	EBERHARD EQUIPMENT	486.00	486.00	012899390 5610	Gardening / Outside Services - Rentals
I20M4199	HUNTINGTON BEACH UNION HSD	576.00	576.00	012869390 5645	Maintenance / Outside Svcs-Repairs & Mainten
I20M4200	GRUETT TREE COMPANY INC	14,230.17	14,230.17	012899390 5645	Gardening / Outside Svcs-Repairs & Mainten
I20M4214	RESOURCE BUILDING MATERIALS	106.92	106.92	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
I20M4217	UNIVERSAL FLOORING	1,579.00	1,579.00	012869390 5645	Maintenance / Outside Svcs-Repairs & Mainten
I20M4218	GRILLO FILTER SALES INC.	1,112.88	1,112.88	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
I20M4219	REFRIGERATION CONTROL COMPANY	6,867.35	6,867.35	014869390 6299	STAR Building DO-Routine Maint / Other Building &
I20M4220	TURF STAR INC.	300.00	300.00	012899390 4347	Gardening / Repair & Upkeep Equip Supplies
I20M4221	CRYSTAL GLASS INC.	602.00	602.00	014869390 5645	STAR Building DO-Routine Maint / Outside Svcs-Repairs &
I20M4222	ALLIED REFRIGERATION INC.	1,479.20	1,479.20	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
I20M4223	A-1 FENCE COMPANY	7,898.00	7,898.00	012869390 5645	Maintenance / Outside Svcs-Repairs & Mainten
I20M4224	SIGN WAREHOUSE	57.30	57.30	012869390 4345	Maintenance / Maintenance Supplies
I20M4225	MCMaster CARR SUPPLY CO	5,586.85	5,586.85	012869390 4440	Maintenance / RPLC Equip \$500-\$5000
I20M4227	LYTLE SCREEN PRINTING INC.	544.32	544.32	012869390 5580	Maintenance / Uniform Cleaning
I20M4228	PARKHOUSE TIRE INC.	86.40	86.40	016919395 4349	7240 Special Ed Transportation / Transportation Supplies (on
I20M4229	TIME AND ALARM SYSTEMS INC.	694.00	694.00	014869390 5645	STAR Building DO-Routine Maint / Outside Svcs-Repairs &
I20M4231	VILLAGE NURSERIES	2,000.00	2,000.00	012899390 4343	Gardening / Gardening Supplies
I20M4232	GOLDEN STATE PAVING INC.	9,300.00	9,300.00	012869390 5645	Maintenance / Outside Svcs-Repairs & Mainten
I20M4233	SUNNY SLOPE TREE FARM INC.	1,000.00	1,000.00	012899390 4343	Gardening / Gardening Supplies
I20M4234	MERIDIAN SYSTEMS SUPPLY	187.50	187.50	014869390 5645	STAR Building DO-Routine Maint / Outside Svcs-Repairs &
I20M4235	REFRIGERATION CONTROL COMPANY	335.00	335.00	014869390 5645	STAR Building DO-Routine Maint / Outside Svcs-Repairs &
I20M4236	GRUETT TREE COMPANY INC	450.00	450.00	012899390 5645	Gardening / Outside Svcs-Repairs & Mainten
I20M4237	STAPLES	150.00	150.00	012839392 4325	Energy Manager / Office Supplies
I20M4238	SOUTHERN COUNTIES OIL	862.31	431.15	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
			431.16	016919395 4349	7240 Special Ed Transportation / Transportation Supplies (on
I20M4239	SWRCB ACCOUNTING OFFICE	1,632.00	1,632.00	012869390 6223	Maintenance / Tests & Examinations Bldgs
I20M4240	PRECISION FLOOR COVERING INC.	4,361.53	4,361.53	012869390 5645	Maintenance / Outside Svcs-Repairs & Mainten
I20M4251	HOME DEPOT	332.31	332.31	012889390 4347	Custodial / Repair & Upkeep Equip Supplies
I20M4252	HOME DEPOT	254.45	152.70	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
			101.75	016919395 4349	7240 Special Ed Transportation / Transportation Supplies (on
I20M4253	ECOTRANS RECYCLING	2,305.00	2,305.00	012869390 5645	Maintenance / Outside Svcs-Repairs & Mainten

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT BY FUND BOARD OF TRUSTEES MEETING 02/19/2015

FROM 01/07/2015 TO 02/10/2015

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
I20M4254	WEST LITE SUPPLY CO INC	1,400.00	1,400.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
I20M4255	WEST LITE SUPPLY CO INC	1,500.00	1,500.00	014869390 4347	STAR Building DO-Routine Maint / Repair & Upkeep Equip
I20M4256	REFRIGERATION CONTROL COMPANY	1,671.20	1,671.20	014869390 5645	STAR Building DO-Routine Maint / Outside Srvs-Repairs &
I20M4257	ASSOCIATED LABORATORIES	300.00	300.00	012869390 5860	Maintenance / Permits & Fees
I20M4258	ROBERT SKEELS & COMPANY	3,950.68	3,950.68	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
I20M4259	ORANGE COUNTY PUMPING INC	450.00	450.00	012869390 5645	Maintenance / Outside Srvs-Repairs & Mainten
I20R0912	CASBO	1,541.60	696.60	012719380 5210	Business Department / Travel, Conference, Workshop
			845.00	012849380 5210	Fiscal Services / Travel, Conference, Workshop
I20R0913	PTM DOCUMENT SYSTEMS INC.	45.48	45.48	012849380 4325	Fiscal Services / Office Supplies
I20R0914	CALIFORNIA SCHOOL NURSES ORGAN	250.00	250.00	010019961 5210	Medi-Cal Billing-Instructional / Travel, Conference, Worksho
I20R0915	MAGNATAG	1,355.82	1,355.82	010142929 4310	Sch Site Instr - Fulton / Instructional Supplies
I20R0916	SURPLUS TWO WAY RADIOS	708.92	708.92	010143889 4399	Donations - Talbert / Equipment Under \$500
I20R0917	TEXTBOOK WAREHOUSE	166.70	166.70	010014789 4310	PTA Donations - Courreges / Instructional Supplies
I20R0918	STEWART MACDONALD	772.68	772.68	010142989 4311	Donations - Fulton / Elective Supplies
I20R0919	MERRIAM, BOB	490.64	490.64	010142989 4311	Donations - Fulton / Elective Supplies
I20R0921	HOUGHTON MIFFLIN HARCOURT	963.21	963.21	012338055 4310	Title III-LEP-Instructional / Instructional Supplies
I20R0922	ANAHEIM BAND INSTRUMENTS	205.63	205.63	010143889 4311	Donations - Talbert / Elective Supplies
I20R0923	CALIFORNIA SCHOOL BOARD ASSOC.	299.00	299.00	012719166 5210	Board of Trustees / Travel, Conference, Workshop
I20R0931	ATLAS BOLT	54.00	54.00	010142989 4311	Donations - Fulton / Elective Supplies
I20R0932	LAKESHORE LEARNING MATERIALS	180.00	180.00	015511060 4310	Special Ed. - Tamura RSP / Instructional Supplies
I20R0933	THINKING MAPS INC.	3,577.50	3,577.50	010018255 4310	Title I - Instructional / Instructional Supplies
I20R0934	APPLE COMPUTER ORDER DEPARTMEN	106.92	106.92	012209078 4399	Technology Equipment Replace / Equipment Under \$500
I20R0935	HOUGHTON MIFFLIN HARCOURT	718.24	718.24	012338055 4310	Title III-LEP-Instructional / Instructional Supplies
I20R0936	FOREST PLYWOOD SALES	891.35	891.35	010142989 4311	Donations - Fulton / Elective Supplies
I20R0938	LAKESHORE LEARNING MATERIALS	55.00	55.00	015103760 4310	Special Ed. - Oka SDC / Instructional Supplies
I20R0939	STAPLES	225.00	225.00	015103760 4310	Special Ed. - Oka SDC / Instructional Supplies
I20R0940	ORANGE COUNTY DEPARTMENT OF ED	25.00	25.00	010019961 5210	Medi-Cal Billing-Instructional / Travel, Conference, Worksho
I20R0941	HOME DEPOT	50.00	50.00	010143889 4311	Donations - Talbert / Elective Supplies
I20R0942	IMAGE MARKET	586.80	586.80	010143889 4310	Donations - Talbert / Instructional Supplies
I20R0943	TREBRON COMPANY INC	2,916.67	2,916.67	012109078 5826	Tech/Media Office Operation /
I20R0944	LAKESHORE LEARNING MATERIALS	100.00	100.00	015644960 4310	Special Ed. - Masuda S&L / Instructional Supplies
I20R0945	CALIFORNIA OFFICE SYSTEMS INC.	375.00	375.00	012059385 5645	Publications / Outside Srvs-Repairs & Mainten
I20R0948	MHS INC.	162.00	162.00	010019961 4322	Medi-Cal Billing-Instructional / Testing Supplies
I20R0949	AMAZON.COM LLC	788.37	788.37	010019961 4399	Medi-Cal Billing-Instructional / Equipment Under \$500

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT BY FUND BOARD OF TRUSTEES MEETING 02/19/2015

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I20R0950	HOUGHTON MIFFLIN HARCOURT	330.53	330.53	012338055 4310	Title III-LEP-Instructional / Instructional Supplies
I20R0951	APPLE COMPUTER ORDER DEPARTMEN	1,276.32	1,276.32	010019962 4410	Medi-Cal Billing - S&L / Fixed Assets \$500-\$5000
I20R0952	STAPLES	274.47	274.47	010144949 4310	Sch Site Instr - Masuda / Instructional Supplies
I20R0953	GUITAR CENTER INC.	324.00	324.00	010099276 4310	Instrumental Music-Insurance / Instructional Supplies
I20R0954	STAPLES	23.40	23.40	012109078 4325	Tech/Media Office Operation / Office Supplies
I20R0955	PRO ED INC.	304.01	304.01	010019961 4322	Medi-Cal Billing-Instructional / Testing Supplies
I20R0956	RIVERSIDE PUBLISHING COMPANY	358.78	358.78	010019961 4322	Medi-Cal Billing-Instructional / Testing Supplies
I20R0957	BARNES AND NOBLE	351.99	351.99	010239275 4310	School Nurse Expansion Project / Instructional Supplies
I20R0958	WESTERN PSYCHOLOGICAL	280.37	280.37	010019961 4322	Medi-Cal Billing-Instructional / Testing Supplies
I20R0959	PEARSON	1,065.51	1,065.51	010019961 4322	Medi-Cal Billing-Instructional / Testing Supplies
I20R0960	ARIEL SUPPLY INC.	500.74	500.74	010019961 4320	Medi-Cal Billing-Instructional / Computer Supplies
I20R0962	SOUTHWEST SCHOOL AND OFFICE SU	22.12	22.12	012589860 4325	Discrete Trial Training / Office Supplies
I20R0963	DEMCO	90.15	90.15	011404955 4230	Library Services - Masuda / Lost Books Rebate
I20R0964	SOUTHWEST SCHOOL AND OFFICE SU	30.51	30.51	010019961 4310	Medi-Cal Billing-Instructional / Instructional Supplies
I20R0965	SCHOLASTIC MAGAZINE	5,095.00	5,095.00	010459275 4310	Student Achievement Suppl-Inst / Instructional Supplies
I20R0966	ORANGE COUNTY REGISTER	210.62	210.62	012849380 4325	Fiscal Services / Office Supplies
I20R0967	ORANGE COUNTY SANITATION DISTR	8,750.71	8,750.71	012869390 5570	Maintenance / Sanitation Fees
I20R0968	APPLE COMPUTER ORDER DEPARTMEN	4,646.16	4,646.16	010013189 4399	Donations - Gisler / Equipment Under \$500
I20R0969	AMAZON.COM LLC	317.54	317.54	010013189 4320	Donations - Gisler / Computer Supplies
I20R0971	STAPLES	300.00	300.00	012721616 4325	Sch Site Admin - Newland / Office Supplies
I20R0972	ARIEL SUPPLY INC.	400.00	400.00	010011616 4310	Sch Site Instr - Newland / Instructional Supplies
I20R0973	AMAZON.COM LLC	153.69	153.69	010144949 4399	Sch Site Instr - Masuda / Equipment Under \$500
I20R0974	APPLE COMPUTER ORDER DEPARTMEN	426.60	426.60	010113755 5899	Title I - Oka / Other Operating Expenses
I20R0976	SOUTHWEST SCHOOL AND OFFICE SU	125.00	125.00	015511660 4310	Special Ed. - Newland RSP / Instructional Supplies
I20R0977	SOUTHWEST SCHOOL AND OFFICE SU	216.00	216.00	010011616 4310	Sch Site Instr - Newland / Instructional Supplies
I20R0978	ORANGE COUNTY DEPARTMENT OF ED	1,620.00	1,620.00	010269275 5210	School Readiness Init Admin / Travel, Conference, Workshop
I20R0980	SOUTHWEST SCHOOL AND OFFICE SU	185.00	185.00	015641660 4310	Special Ed. - Newland S&L / Instructional Supplies
I20R0981	PROMOTE MARKETING CONCEPTS INC	1,140.48	1,140.48	012719165 4410	Superintendent / Fixed Assets \$500-\$5000
I20R0982	ATKINSON ANDELSON LOYA RUDD &	1,036.80	1,036.80	012719470 4325	Personnel Department / Office Supplies
I20R0983	DE LAGE LANDEN FINANCIAL SERVI	13,646.71	13,646.71	012059385 5640	Publications / Outside Services - Leases
I20R0984	ORANGE COUNTY TREASURER	22,999.99	22,999.99	012719166 5855	Board of Trustees / Elections
I20R0989	FOUNTAIN VALLEY EDUCATION ASSO	512.50	512.50	010059470 5210	Contractual Obligation - Cert / Travel, Conference, Workshop
I20R0994	TCI	1,977.50	1,977.50	010459275 4310	Student Achievement Suppl-Inst / Instructional Supplies
I20R0995	PRO ED INC.	304.69	304.69	010459275 4310	Student Achievement Suppl-Inst / Instructional Supplies

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 02/19/2015

FROM 01/07/2015 TO 02/10/2015

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
I20R0996	GST	1,396.88	1,396.88	012395098 4410	7395 Sch/Libr Imp Instr-DO / Fixed Assets \$500-\$5000
I20R0997	AMAZON.COM LLC	92.01	92.01	012109078 4320	Tech/Media Office Operation / Computer Supplies
I20R0998	NEW MANAGEMENT	330.40	330.40	010014787 4310	Other Donations - Courreges / Instructional Supplies
I20R0999	PITNEY BOWES INC.	4,927.00	4,927.00	012719385 5640	Purchasing / Outside Services - Leases
I20R1000	GST	13,398.89	2,765.00	010122929 4399	Pacific Life Grant - Fulton / Equipment Under \$500
			9,525.67	010142989 4399	Donations - Fulton / Equipment Under \$500
			1,108.22	010142989 4410	Donations - Fulton / Fixed Assets \$500-\$5000
I20R1001	WIESER EDUCATIONAL INC.	129.80	129.80	015103860 4310	Special Ed. - Talbert SDC / Instructional Supplies
I20R1002	TARGET STORES	50.00	50.00	012733131 4327	Health Supplies - Gisler / Health Supplies
I20R1003	PITSCO INC.	356.35	356.35	010142989 4311	Donations - Fulton / Elective Supplies
I20R1007	CERTIFIED TRANSPORTATION BUS C	818.10	818.10	010014789 5811	PTA Donations - Courreges / Transportation Outside Agency
I20R1008	EDLIO INC.	7,200.00	7,200.00	012099078 5826	Vantage Learning / Licensing/Software,Maint/Supp
I20R1012	CERTIFIED TRANSPORTATION BUS C	2,483.52	2,483.52	010144988 5811	ASB Donations Instr - Masuda / Transportation Outside
I20R1013	EAGLE SOFTWARE INC.	3,000.00	3,000.00	012395298 5210	7395 Sch/Libr Impr Admin-DO / Travel, Conference,
I20R1014	MHS INC.	162.00	162.00	010019961 4322	Medi-Cal Billing-Instructional / Testing Supplies
I20R1015	TOYS R US	1,000.00	1,000.00	010269275 5210	School Readiness Init Admin / Travel, Conference, Workshop
I20R1018	LEVEL 27 MEDIA	405.00	405.00	010013737 4310	Sch Site Instr - Oka / Instructional Supplies
I20R1019	HOUGHTON MIFFLIN HARCOURT	37.42	37.42	012338055 4310	Title III-LEP-Instructional / Instructional Supplies
I20R1020	SCHOLASTIC BOOK FAIRS	216.00	216.00	011403255 4210	Library Services - Cox / Library Books
I20R1021	LAKESHORE LEARNING MATERIALS	90.00	90.00	010013232 4310	Sch Site Instr - Cox / Instructional Supplies
I20R1022	STAPLES	90.00	90.00	010013232 4310	Sch Site Instr - Cox / Instructional Supplies
I20R1023	SOCIAL THINKING PUBLISHING	117.07	117.07	015643160 4310	Special Ed. - Gisler S&L / Instructional Supplies
I20R1024	HEINEMANN	291.60	291.60	011533275 4310	Cotsen Foundation - Cox / Instructional Supplies
I20R1025	LINGUISYSTEM-STOP-USE PRO-ED	43.15	43.15	015643160 4310	Special Ed. - Gisler S&L / Instructional Supplies
I20R1027	GREAT BOOKS FOUNDATION	1,056.83	1,056.83	011533175 4310	Cotsen Foundation - Gisler / Instructional Supplies
I20R1028	METRO BUSINESS SOLUTIONS INC.	64.79	64.79	012859385 4325	Warehouse / Office Supplies
I20R1031	PRACTI-CAL	9,394.00	9,394.00	010019961 5813	Medi-Cal Billing-Instructional / Consultant
I20R1033	SAN JOAQUIN COUNTY OF EDUCATIO	215.00	215.00	010019961 5210	Medi-Cal Billing-Instructional / Travel, Conference, Worksho
I20R1035	HEINEMANN	159.30	159.30	011534775 4310	Cotsen Grant -Courreges / Instructional Supplies
I20R1036	SCHOLASTIC INC.	146.11	146.11	010143838 4310	Sch Site Instr - Talbert / Instructional Supplies
I20R1037	STAPLES	220.00	220.00	015103160 4310	Special Ed. - Gisler SDC / Instructional Supplies
I20R1039	ARIEL SUPPLY INC.	155.53	155.53	012589860 4325	Discrete Trial Training / Office Supplies
I20R1040	ATKINSON ANDELSON LOYA RUDD &	35,000.00	35,000.00	015659860 5830	Special Ed. - Legal Services / Legal Fees
I20R1043	OFFICE DEPOT	219.68	219.68	012719165 4325	Superintendent / Office Supplies

FOUNTAIN VALLEY SD

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FROM 01/07/2015 TO 02/10/2015

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I20R1044	PEARSON	1,368.90	1,368.90	016158155 4322	7140 Gifted & Talented - Instr / Testing Supplies
I20R1045	AWARDS & TROPHIES	118.81	118.81	012719165 4325	Superintendent / Office Supplies
I20R1046	CHIDESTER, MARGARET A.	400.00	400.00	012159165 5830	Superintendent -Legal Services / Legal Fees
I20R1047	OCSBA	192.00	32.00	012719165 5210	Superintendent / Travel, Conference, Workshop
			160.00	012719166 5210	Board of Trustees / Travel, Conference, Workshop
I20R1048	SCRIPPS CENTER FOR EXECUTIVE H	1,845.60	1,845.60	012719165 5820	Superintendent / Physical Exam, Drug testing
I20R1051	LEVEL 27 MEDIA	96.00	32.00	012719165 4325	Superintendent / Office Supplies
			64.00	012719166 4325	Board of Trustees / Office Supplies
I20R1052	AMAZON.COM LLC	72.28	72.28	012719165 4325	Superintendent / Office Supplies
I20R1054	OFFICE DEPOT	69.63	69.63	012719165 4325	Superintendent / Office Supplies
I20R1055	STAPLES	300.00	300.00	015513860 4310	Special Ed. - Talbert RSP / Instructional Supplies
I20R1056	ETS	915.00	915.00	017109275 4322	Testing / Testing Supplies
I20R1057	EDMENTUM INC	807.50	807.50	012334955 5826	Title III-LEP-Masuda / Licensing/Software,Maint/Supp
I20R1058	ARIEL SUPPLY INC.	413.54	413.54	010142929 4310	Sch Site Instr - Fulton / Instructional Supplies
I20R1060	OFFICE DEPOT	193.94	193.94	012109078 4325	Tech/Media Office Operation / Office Supplies
I20S8022	WAXIE	5,544.83	5,544.83	011000000 9320	Revenue Limit - State Revenues / STORES
I20S8023	WAXIE	1,584.69	1,584.69	011000000 9320	Revenue Limit - State Revenues / STORES
I20S8024	METRO BUSINESS SOLUTIONS INC.	9,713.52	9,713.52	011000000 9320	Revenue Limit - State Revenues / STORES
I20S8025	SOUTHWEST SCHOOL AND OFFICE SU	515.80	515.80	011000000 9320	Revenue Limit - State Revenues / STORES
I20S8026	123 OFFICE SOLUTIONS INC.	22,904.43	22,904.43	011000000 9320	Revenue Limit - State Revenues / STORES
Fund 01 Total:		297,355.69	297,355.69		

FOUNTAIN VALLEY SD

**PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 02/19/2015**

FROM 01/07/2015 TO 02/10/2015

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
I20R0924	DISCOUNT SCHOOL SUPPLY	280.80	280.80	120016498 4310	Child Dev Oka Preschool-Instr / Instructional Supplies
I20R0925	LAKESHORE LEARNING MATERIALS	54.00	54.00	120016898 4310	Child Dev Gisler Presch-Instr / Instructional Supplies
I20R0926	LAKESHORE LEARNING MATERIALS	648.00	648.00	120016798 4310	Child Dev Cox Preschool-Instr / Instructional Supplies
I20R0927	LAKESHORE LEARNING MATERIALS	108.00	108.00	120016098 4310	Extended School Instructional / Instructional Supplies
I20R0928	TARGET STORES	216.00	216.00	120016098 4310	Extended School Instructional / Instructional Supplies
I20R0929	TARGET STORES	162.00	162.00	120016098 4310	Extended School Instructional / Instructional Supplies
I20R0930	TARGET STORES	162.00	162.00	120016098 4310	Extended School Instructional / Instructional Supplies
I20R0961	DISCOUNT SCHOOL SUPPLY	216.00	216.00	120016098 4310	Extended School Instructional / Instructional Supplies
I20R0975	LAKESHORE LEARNING MATERIALS	216.00	216.00	120016598 4310	Child Dev Newland Presch-Instr / Instructional Supplies
I20R0979	CALIFORNIA EMS TRAINING	216.00	216.00	120016098 5813	Extended School Instructional / Consultant
I20R0990	TARGET STORES	216.00	216.00	120016098 4310	Extended School Instructional / Instructional Supplies
I20R0991	LAKESHORE LEARNING MATERIALS	108.00	108.00	120016898 4310	Child Dev Gisler Presch-Instr / Instructional Supplies
I20R0993	LAKESHORE LEARNING MATERIALS	162.00	162.00	120016098 4310	Extended School Instructional / Instructional Supplies
I20R1004	BARNES AND NOBLE	132.94	132.94	120016498 4310	Child Dev Oka Preschool-Instr / Instructional Supplies
I20R1005	LAKESHORE LEARNING MATERIALS	108.00	108.00	120016098 4310	Extended School Instructional / Instructional Supplies
I20R1006	TOYS R US	270.00	270.00	120016098 4310	Extended School Instructional / Instructional Supplies
I20R1009	SURPLUS TWO WAY RADIOS	966.60	966.60	120336098 5910	Extended School Administration / Communications -
I20R1010	SURPLUS TWO WAY RADIOS	336.96	336.96	120016098 4399	Extended School Instructional / Equipment Under \$500
I20R1011	SURPLUS TWO WAY RADIOS	135.00	135.00	120016098 5645	Extended School Instructional / Outside Srvs-Repairs & Maint
I20R1017	GIBSON HASBROUCK & ASSOCIATES	1,055.59	1,055.59	120279275 5813	School Readiness Init Instr / Consultant
I20R1026	SURPLUS TWO WAY RADIOS	168.48	168.48	120016098 4399	Extended School Instructional / Equipment Under \$500
I20R1034	PROVICENCE SPEECH & HEARING CE	162.00	162.00	120016198 4310	State Preschool Instructional / Instructional Supplies
I20R1041	CDWG	274.00	274.00	120336098 4310	Extended School Administration / Instructional Supplies
I20R1050	CONSTRUCTIVE PLAYTHINGS	162.00	162.00	120016098 4310	Extended School Instructional / Instructional Supplies
I20R1053	LENOVO (UNITED STATES) INC.	5,421.55	5,421.55	120016098 4440	Extended School Instructional / RPLC Equip \$500-\$5000
I20R1059	SOUTHWEST SCHOOL AND OFFICE SU	383.40	383.40	120336098 4399	Extended School Administration / Equipment Under \$500
	Fund 12 Total:	12,341.32	12,341.32		

FOUNTAIN VALLEY SD

**PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 02/19/2015**

FROM 01/07/2015 TO 02/10/2015

<u>PO NUMBER</u>	<u>VENDOR</u>		<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
I20R0920	CHEFS' TOYS		1,054.03	1,054.03	133207380 4399	Cafeteria Fund / Equipment Under \$500
		Fund 13 Total:	1,054.03	1,054.03		

FOUNTAIN VALLEY SD

**PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 02/19/2015**

FROM 01/07/2015 TO 02/10/2015

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
I20M4226	CRANDALL'S PLUMBING INC.	1,065.00	1,065.00	402998990 5645	Moiola Improvement Projects / Outside Srvs-Repairs &
I20M4230	ECOLOGY ROOF CORP.	40,500.00	40,500.00	404839380 6217	Energy Efficient Project / Roof Building Improvement
I20M4241	GOLDEN STATE PAVING INC.	24,200.00	24,200.00	402998990 6111	Moiola Improvement Projects / Site Improvement - Asphalt
I20M4262	NETWORK THERMOSTAT	4,363.20	4,363.20	404839380 4410	Energy Efficient Project / Fixed Assets \$500-\$5000
I20R0985	ORANGE COUNTY SANITATION DISTR	1,942.08	1,942.08	402869380 5570	Spec Res Maintenance Services / Sanitation Fees
I20R0987	VIRCO MANUFACTURING	1,169.32	1,169.32	402869380 4399	Spec Res Maintenance Services / Equipment Under \$500
I20R0988	OFFICE DEPOT	741.18	741.18	402869380 4399	Spec Res Maintenance Services / Equipment Under \$500
Fund 40 Total:		73,980.78	73,980.78		

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT BY FUND

BOARD OF TRUSTEES MEETING 02/19/2015

FROM 01/07/2015

TO 02/10/2015

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
I20R0970	AMAZON.COM LLC	286.20	286.20	682719470 4325	Workers Comp Admin / Office Supplies
I20R0986	KEENAN & ASSOCIATES	15,018.00	15,018.00	682719470 5899	Workers Comp Admin / Other Operating Expenses
I20R1030	ERGO DESKTOP LLC	559.44	559.44	682719470 4410	Workers Comp Admin / Fixed Assets \$500-\$5000
Fund 68 Total:		15,863.64	15,863.64		

FOUNTAIN VALLEY SD

**PURCHASE ORDER DETAIL REPORT BY FUND
BOARD OF TRUSTEES MEETING 02/19/2015**

FROM 01/07/2015 TO 02/10/2015

<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:			400,595.46		

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND

BOARD OF TRUSTEES

02/19/2015

FROM 01/07/2015 TO 02/10/2015

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>CHANGE AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
I20M4022	HOME DEPOT	8,000.00	+2,500.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
I20M4025	SMARDEN SUPPLY COMPANY	8,500.00	+1,500.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
I20M4035	GRAINGER INC.	6,500.00	+1,500.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
I20M4051	HARBOR WHOLESALE ELECTRIC	4,000.00	+1,500.00	012869390 4347	Maintenance / Repair & Upkeep Equip Supplies
I20M4057	WESTERN EXTERMINATOR	2,208.00	+1,100.00	014869390 5899	STAR Building DO-Routine Maint / Other Operating
I20M4193	VILLAGE NURSERIES	1,476.00	+376.00	012899390 4343	Gardening / Gardening Supplies
I20R0230	ARIEL SUPPLY INC.	2,300.00	+1,000.00	012849380 4325	Fiscal Services / Office Supplies
I20R0335	ARROWHEAD MOUNTAIN SPRING	8,432.37	-909.54	012724787 4325	Other Donations Clerical-Courr / Office Supplies
I20R0875	A1GM	826.20	+448.20	010239275 4310	School Nurse Expansion Project / Instructional Supplies
I20R0899	BLICK ART MATERIALS	334.80	+162.00	010142989 4311	Donations - Fulton / Elective Supplies
Fund 01 Total:			+9,176.66		

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND

BOARD OF TRUSTEES 02/19/2015

FROM 01/07/2015 TO 02/10/2015

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>CHANGE AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
I20R0080	P & A ADMINISTRATIVE SERVICES	268,000.00	-39,000.00	695019470 3701	Insurance Health/Welfare-Retir / RETIREE
			-28,000.00	695019470 3702	Insurance Health/Welfare-Retir / RETIREE
	Fund 69 Total:		-67,000.00		

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS BY FUND

BOARD OF TRUSTEES 02/19/2015

FROM 01/07/2015 TO 02/10/2015

<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:			-57,823.34		

FOUNTAIN VALLEY SD

Adjustment of Funds

Reference #:
2015 32

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

Fund: 0101 GENERAL FUND

Object	Description	FROM	TO
4200	BOOKS OTHER THAN TEXTBOOKS		189.00
4300	MATERIALS & SUPPLIES	27.00	24,309.00
4400	NONCAPITALIZATION EQUIPMENT		1,197.00
5600	RENTAL, LEASE, REPAIR & NON CAP		2,630.00
5800	PROF/CONS SERV & OPER EXPENSE		13,108.00
8600	LOCAL INCOME	27.00	43,933.00
9790	UNASSIGNED/UNAPPROPRIATED		2,500.00
Subfund Total:		54.00	87,866.00

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, February 19, 2015.

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

2015 31

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

Fund: 0101 GENERAL FUND

Object	Description	FROM	TO
4300	MATERIALS & SUPPLIES	11,417.00	13,126.00
4400	NONCAPITALIZATION EQUIPMENT		628.00
5200	TRAVEL & CONFERENCES		4.00
5600	RENTAL,LEASE,REPAIR & NON CAP		2,000.00
5800	PROF/CONS SERV & OPER EXPENSE	10,712.00	
9790	UNASSIGNED/UNAPPROPRIATED		6,371.00
Subfund Total:		22,129.00	22,129.00

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, February 19, 2015.

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

BUSINESS SERVICES DIVISION

ASB/S 14/15 - 20

M E M O R A N D U M

TO: Mark Johnson, Ed.D., Superintendent
FROM: Christine Fullerton, Assistant Superintendent, Business Services
SUBJECT: **RESOLUTION 2015-14: AUTHORIZATION OF SIGNATURES ON
REPLACEMENT WARRANTS**
DATE: January 16, 2015

BACKGROUND

Due to a change in District administration, the signature of the District Superintendent needs to be updated.

Any warrant that is presented to the County Treasurer within six months after it was issued is void and said warrants are then voided and replaced by issuing another warrant. In order to eliminate the necessity of obtaining a second board approval for the same warrant, a Resolution authorizing district employees to sign is required.

RECOMMENDATIONS

It is recommended that the Board of Trustees approve **RESOLUTION 2015-14**: Authorization of Signatures on Replacement Warrants, appointing Mark Johnson as an authorized signature.

cl

RESOLUTION 2015-14

AUTHORIZATION OF SIGNATURES ON REPLACEMENT WARRANTS

WHEREAS, Education Code Section 42660/85270 states that any school warrant not presented to the County Treasurer within six months after it was issued is void;

NOW, THEREFORE BE IT RESOLVED, that the following district employees are hereby authorized to sign replacement warrants within the provisions of Education Code Section 42660/85270; said warrants to replace warrants that are not presented to the County Treasurer within six months, or as otherwise provided after issuance, and thus become void:

- Mark Johnson, Superintendent
- Christine Fullerton, Assistant Superintendent, Business Services
- Cathie Abdel, Assistant Superintendent, Personnel
- Scott Martin, Director, Fiscal Services
- Ross Hessler, Director, Human Resources

MOTION:

SECOND:

AYES:

ABSTAIN:

ABSENT:

STATE OF CALIFORNIA)

) SS.

COUNTY OF ORANGE)

I, _____, Clerk of the Board of Trustees of Fountain Valley School District of Orange County, California, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 19th of February, 2015, and passed by a _____ vote of said Board.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 19th day of February, 2015.

Clerk _____

Fountain Valley School District
BUSINESS SERVICES DIVISION
ASB/S 14/15 - 21

MEMORANDUM

TO: Mark Johson, Ed.D., Superintendent
FROM: Christine Fullerton, Assistant Superintendent, Business Services
SUBJECT: **RESOLUTION 2015-15: AUTHORIZATION OF APPROVAL OF
VENDOR CLAIMS/ORDERS**
DATE: January 16, 2015

BACKGROUND

Due to a change in District administration, the signature of the District Superintendent needs to be updated.

Authorization of Approval of Vendor Claims/Orders is required to approve vendor orders for payment, warrant registers as indicated, (this will also include electronic warrants within the Accounting Systems) and that all previous authorizations of signatures are rescinded.

RECOMMENDATION

It is recommended that the Board of Trustees approve **RESOLUTION 2015-15**: Authorization of Approval of Vendor Claims/Orders, appointing Mark Johnson as an authorized signature.

cl

RESOLUTION 2015-15

AUTHORIZATION OF APPROVAL OF VENDOR CLAIMS/ORDERS

FOUNTAIN VALLEY SCHOOL DISTRICT

DATE January 16, 2015

I, Sandra Crandall, Clerk of the governing Board of the above named School District of Orange County, California, hereby certify that the said board at a regular meeting thereof, held on the 19th day of February 2015 adopted by a majority vote of said Board, a resolution that the following named persons be authorized to approve vendor payments electronically, effective the 19th day of February 2015; and that all previous authorizations for approval are rescinded. This resolution further states that when the authorization is exercised, the claims and orders have been ordered paid by said Board, and have been processed pursuant to the provisions of Education Code Sections 42630-34/85230-34.

This authorization is subject to the following provisions:

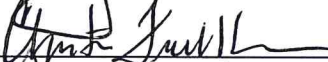
NAME TYPED

SPECIMEN SIGNATURE

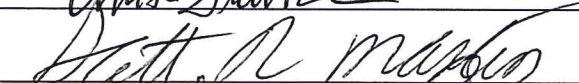
Mark Johnson



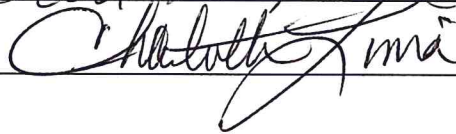
Christine Fullerton



Scott Martin



Charlotte Lima



IN WITNESS WHEREOF, I have hereunto set my hand this 19th day of February 2015.

Clerk _____

Fountain Valley School District

BUSINESS SERVICES DIVISION

ASB/S 14/15 – 22

MEMORANDUM

TO: Mark Johnson, Ed.D., Superintendent
FROM: Christine Fullerton, Assistant Superintendent, Business Services
SUBJECT: **RESOLUTION 2015-16: AUTHORIZATION OF SIGNATURES**
DATE: January 16, 2015

BACKGROUND

Due to a change in District administration, the signature of the District Superintendent needs to be updated.

Authorization of Signatures is required to sign payroll notices of employment/changes of status (NOE/CS), time sheets, vendor orders for payment, warrant registers as indicated, (this will also include electronic warrants within the Accounting Systems), and that all previous authorization of signatures are rescinded.

RECOMMENDATION

It is recommended that the Board of Trustees approve **RESOLUTION 2015-16: Authorization of Signatures**, appointing Mark Johnson as an authorized signature.


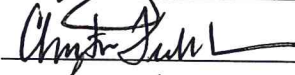
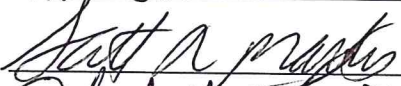
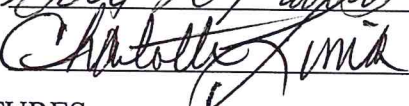




cl

RESOLUTION 2015-16: AUTHORIZATION OF SIGNATURES

FOUNTAIN VALLEY SCHOOL DISTRICT

DATE: January 16, 2015

I, Sandra Crandall, Clerk of the governing Board of the above named School District of Orange County, California, hereby certify that the said Board at a regular/special meeting thereof, held on the 19th day of February, 2015, adopted by a majority vote of said Board, a resolution that the following named persons be authorized to sign payroll notices of employment/changes of status (NOE/CS), Time Sheets, vendor orders for payment and warrant registers as indicated, and that all previous authorization of signatures are rescinded. This resolution further states that the authorization is subject to the following provisions:

<u>NAME TYPED</u>	<u>SPECIMEN SIGNATURE</u>	<u>AUTHORIZED TO SIGN:</u>			
		<u>PAYROLL</u>		<u>VENDOR PAYMENTS</u>	
		<u>NOE/CS</u>	<u>TIME SHEET</u>	<u>ORDERS</u>	<u>REGISTERS</u>
<u>Mark Johnson</u>		X	X	X	X
<u>Christine Fullerton</u>		X	X	X	X
<u>Scott Martin</u>		X	X	X	X
<u>Charlotte Lima</u>				X	X
<u>FACSIMILE SIGNATURES</u>					
<u>Mark Johnson</u>		X	X	X	X
<u>Christine Fullerton</u>		X	X	X	X
<u>Scott Martin</u>		X	X	X	X
<u>Charlotte Lima</u>				X	X

I further certify that the signatures following are those of the members of the governing Board not mentioned above.

<u>NAME TYPED</u>	<u>SIGNATURE</u>
<u>Ian Collins</u>	_____
<u>Jeanne Galindo</u>	_____
<u>Sandra Crandall</u>	_____
<u>Lisa Schultz</u>	_____
<u>Jim Cunneen</u>	_____

IN WITNESS WHEREOF, I have hereunto set my hand this 19th day of February, 2015.

Fountain Valley School District

BUSINESS SERVICES DIVISION

ASB/S 14/15 - 23

M E M O R A N D U M

TO: Mark Johnson, Ed.D., Superintendent
FROM: Christine Fullerton, Assistant Superintendent, Business Services
SUBJECT: **AUTHORIZATION OF SIGNATURES – FACSIMILE SIGNATURES
(BANK OF AMERICA)**
DATE: January 16, 2015

BACKGROUND

Due to a change in District administration, the bank records for the District's Revolving Cash Account and the Clearing Account need to be updated as of February 1, 2015.

RECOMMENDATION

It is recommended that the Board of Trustees approve authorization of Mark Johnson, Christine Fullerton and Scott Martin's signatures.

cl



FOUNTAIN VALLEY SCHOOL DISTRICT
BUSINESS SERVICES
D/FS 14/15-77

MEMORANDUM

TO: Christine Fullerton – Assistant Superintendent, Business Administration
FROM: Scott Martin - Director, Fiscal Services
SUBJECT: **CONSOLIDATED APPLICATION FOR FUNDING CATEGORICAL AID PROGRAMS - Winter 2014 Data Collections**
DATE: January 26, 2015

BACKGROUND:

Notification has been received from the California State Department of Education with regard to funding under the 2014-15 Consolidated Application winter release. The Consolidated Application is used by the California Department of Education to distribute categorical funds from various state and federal programs to school districts throughout California. The winter release of the application is submitted in February of each year and contains the district's entitlements for each funded program.

2014-15 Federal categorical program funds administered through the Consolidated Application:

- Title I, Part A - \$340,791. These funds will be used to serve Title I students at Cox Elementary School, Oka Elementary, Plavan Elementary, and Masuda Middle School.
- Title II, Part A (Teacher Quality) - \$127,282. Funds have been allocated for Class Size Reduction and professional development expenditures.
- Title III, Part A Immigrant - \$9,404. These funds will be used to pay for enhanced instructional opportunities to immigrant students and their families.
- Title III, Part A LEP - \$72,944. Funds have been allocated to provide supplementary programs and services to limited English proficient students.

Total Consolidated Application funding for 2014-15 will be \$550,421. The 2014-15 expenditure budgets have been adjusted to reflect the new funding entitlements.

RECOMMENDATION:

It is recommended that the Board of Trustees approve transmittal of the Consolidated Application Winter 2014 Data Collection to the California State Department of Education.

2014-15 Federal Transferability

Federal transferability is governed by Title VI in ESEA Section 6123. An LEA may transfer a maximum of 50% of any program to other programs. This transferability is not the same as Title VI Subpart 1 REAP Flexibility governed by ESEA Section 6211.

CDE Program Contact:

Anne Daniels, Education Data Office, adaniels@cde.ca.gov, 916-319-0640

This data collection is not applicable, program funds cannot be transferred out as the LEA is in Program Improvement year 3.

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2014-15 Title I, Part A LEA Allocation

The purpose of this data collection is to calculate the full Title I Part A allocation available to the LEA.

CDE Program Contact:

Stephanie Smith, Title I Policy & Program Guidance, SSmith@cde.ca.gov, 916-319-0948

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

2014-15 Title I, Part A entitlement	\$340,791
Transferred-in amount	\$0
Title I, Part A entitlement after transfers	\$340,791
Note:	
In order for the 2013-14 Carryover amount to be pre-populated, the 2013-14 Title I, Part A Carryover data collection should be completed and saved before beginning data entry.	
2013-14 Carryover	\$123,174
(Allowable values are the 12 or 15 month 2013-14 carryover. The default value displayed is the 15 month calculated carryover.)	
Repayment of funds	
2014-15 Total allocation	\$463,965
Indirect cost reservation	\$29,947
Administrative reservation	\$33,840
2014-15 Title I, Part A adjusted allocation	\$400,178
Indirect Cost and Administration Calculation Tool	
To help determine allowable indirect cost and administration reserves, based on your Approved Indirect Cost Rate as defined on http://www.cde.ca.gov/fg/ac/ic/ , below are recommended values.	
2014-15 Approved indirect cost rate	6.90%
Maximum allowable indirect cost reservation	\$29,947
Recommended administration reservation	\$39,647

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2014-15 Title I, Part A Reservations, Required

To report LEA required reservations before distributing funds to schools, and to calculate and report nonprofit private school set-aside values.

CDE Program Contact:

Nancy Bodenhausen, Title I Policy & Program Guidance, NBodenhausen@cde.ca.gov, 916-445-4904
 Lana Zhou, Title I Policy & Program Guidance, lzhou@cde.ca.gov, 916-319-0956

Nonprofit Private School Equitable Services Percentage Calculation

Total participating nonprofit school low income students	
Total participating attendance area low income students	763
Percent of nonprofit private school low income students for equitable service calculations	0.00%

Required Reservations

Title I Part A adjusted allocation	\$400,178
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Parental Involvement

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

Direct and Indirect Services

Direct or indirect services to homeless children, regardless of their school of attendance	\$4,643
Homeless services provided (Maximum 500 characters)	We will meet the basic needs of (clothing, supplies, health) of homeless students and reach out to parents in homeless situations.
Local neglected institutions Does the LEA have local institutions for neglected children or children currently classified as neglected?	No
Direct or indirect services in local institutions for neglected children	
Local delinquent institutions Does the LEA have local institutions for delinquent children?	No

*****Warning*****

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2014-15 Title I, Part A Reservations, Required

To report LEA required reservations before distributing funds to schools, and to calculate and report nonprofit private school set-aside values.

CDE Program Contact:

Nancy Bodenhausen, Title I Policy & Program Guidance, NBodenhausen@cde.ca.gov, 916-445-4904
 Lana Zhou, Title I Policy & Program Guidance, lzhou@cde.ca.gov, 916-319-0956

Other neglected or delinquent services	
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Program Improvement (PI)

The following reservations are required if the LEA is in Program Improvement, or has one or more schools in Program Improvement.

Program Improvement Professional Development

Professional development funds	Yes
Will the LEA use PI school-level professional development funds to help meet the LEA 10% minimum professional development requirement?	
PI professional development (Minimum 10% of the entitlement plus transfers in.)	\$34,079
2013-14 PI professional development carryover	\$0
Total PI professional development	\$34,079

*****Warning*****

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2014-15 Title I, Part A Reservations, Allowed

To report LEA allowable reservations before distributing funds to schools, and to calculate and report nonprofit private school set-aside values.

CDE Program Contact:

Lana Zhou, Title I Policy & Program Guidance, lzhou@cde.ca.gov, 916-319-0956
 Karen Neilsen, Title I Policy & Program Guidance, KNeilsen@cde.ca.gov, 916-319-0946

Allowed Reservations

Professional Development for Highly Qualified Teachers and Paraprofessionals

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

District-wide Instructional Programs

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

Other School Programs

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

Other Allowable Reservations

Salary differentials	
Preschool programs	
Capital expenses for nonprofit private schools	

Program Improvement Activities

Teacher incentives and rewards (Maximum 5% of entitlement after transfers.)	
Professional development of highly qualified teachers	
Technical assistance to schools	
Summer school, intersession programs or before and after school programs	

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2014-15 Title I, Part A Reservations, Allowed

To report LEA allowable reservations before distributing funds to schools, and to calculate and report nonprofit private school set-aside values.

CDE Program Contact:

Lana Zhou, Title I Policy & Program Guidance, lzhou@cde.ca.gov, 916-319-0956
 Karen Neilsen, Title I Policy & Program Guidance, KNeilsen@cde.ca.gov, 916-319-0946

Reservation Summary

Adjusted Allocation	\$400,178
Total required reservations	\$38,722
Total allowed reservations	\$0
Allocations after reservations	\$361,456
Total nonprofit private school set aside	\$0
Private nonprofit school Parental Involvement set-aside	\$0
Public school Parental Involvement set-aside	\$0
Amount available for Title I, Part A school allocations	\$361,456

*****Warning*****

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2014-15 Title II, Part A LEA Allocations and Reservations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title II Part A Teacher & Principal Training & Recruiting, and to report required reservations.

CDE Program Contact:

Jackie Rose, Title II Leadership, jrose@cde.ca.gov, 916-322-9503
 Juan J. Sanchez, Section 2141 Contact, jsanchez@cde.ca.gov, 916-319-0452

2014-15 Title II Part A entitlement	\$127,282
Total funds transferred out of Title II, Part A	\$0
Total entitlement after transfers	\$127,282
2013-14 Carryover (as of 06/30/14)	\$0
Repayment of funds	
Repayment comment	
Provide an explanation of why repayment dollars were added back to the allocation	
2014-15 Allocation	\$127,282
Administrative and indirect costs	\$387
Title II Part A adjusted allocation	\$126,895

*****Warning*****

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2014-15 Title III, Part A Immigrant LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title III Part A Immigrant, and to report required reservations.

CDE Program Contact:

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

2014-15 Title III, Part A Immigrant entitlement	\$9,404
2013-14 Carryover (As of June 30, 2014)	\$8,368
Repayment of funds	
2014-15 Allocation	\$17,772
Administrative and indirect costs	\$348
2014-15 Adjusted allocation	\$17,424
General comment (Maximum 500 characters)	

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2014-15 Title III, Part A Immigrant YTD Expenditure Report, 6 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2014 through December 31, 2014.

CDE Program Contact:

Patty Stevens, Title III Language Policy & Leadership Office, pstevens@cde.ca.gov, 916-323-5838
 Sandra Covarrubias, Language Policy & Leadership Office, SCovarrubias@cde.ca.gov, 916-319-0267

Approved Immigrant Sub-grantee Activities

- (e) ACTIVITIES BY AGENCIES EXPERIENCING SUBSTANTIAL INCREASES IN IMMIGRANT CHILDREN AND YOUTH-
 - (1) IN GENERAL-An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include-
 - (A) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;
 - (B) support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
 - (C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth
 - (D) identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;

- (E) basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;
- (F) other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and
- (G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.

2014-15 Title III, Part A Immigrant entitlement	\$9,404
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$0
2000-2999 Classified personnel salaries	\$0
3000-3999 Employee benefits	\$0
4000-4999 Books and supplies	\$0
5000-5999 Services and other operating expenditures	\$0
Administrative and indirect costs	\$1
Total year-to-date expenditures	\$1
2014-15 Unspent funds	\$9,403
General comment (Maximum 500 characters)	

*****Warning*****

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2014-15 Title III, Part A LEP LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title III Part A LEP, and to report required reservations.

CDE Program Contact:

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

2014-15 Title III, Part A LEP entitlement	\$72,944
2013-14 Carryover (As of June 30, 2014)	\$55,964
Repayment of funds	\$0
2014-15 Allocation	\$128,908
Administrative and indirect costs	\$2,528
2014-15 Adjusted allocation	\$126,380

*****Warning*****

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2014-15 Title III, Part A LEP YTD Expenditure Report, 6 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2014 through December 30, 2014.

CDE Program Contact:

Patty Stevens, Title III Language Policy & Leadership Office, pstevens@cde.ca.gov, 916-323-5838
 Geoffrey Ndirangu, Language Policy & Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Required and Authorized LEP Sub-grantee Activities

Required

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

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

Authorized

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

2014-15 Title III, Part A LEP entitlement	\$72,944
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$0
2000-2999 Classified personnel salaries	\$0
3000-3999 Employee benefits	\$0
4000-4999 Books and supplies	\$0
5000-5999 Services and other operating expenditures	\$0
Administrative and indirect costs	\$1
Total year-to-date expenditures	\$1
2014-15 Unspent funds	\$72,943
General comment (Maximum 500 characters)	

*****Warning*****

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2014-15 Consolidation of Administrative Funds

A request by the LEA to consolidate administrative funds for specific programs.

CDE Program Contact:

Julie Brucklacher, Financial Accountability & Info Srv, jbruckla@cde.ca.gov, 916-327-0858

Title I, Part A (Basic) SACS Code 3010	No
Title I, Part C (Migrant Education) SACS Code 3060	No
Title I, Part D (Delinquent) SACS Code 3025	No
Title II, Part A (Teacher Quality) SACS Code 4035	No
Title II, Part A (Administrator Training) SACS Code 4036	No
Title III (Immigrant Students) SACS Code 4201	No
Title III (LEP Students) - 2% maximum SACS Code 4203	No
Title IV, Part B (21st Century Community Learning Centers) SACS Code 4124	No

*****Warning*****

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2014-15 Title I, Part A Notification of Authorization of School Wide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as School Wide Program

CDE Program Contact:

Franco Rozic, Title I Monitoring & Support, frozic@cde.ca.gov, 916-319-0269

Note:

In order for CDE program staff to have visibility to all SWP authorized schools, it is important to have an Authorized Representative certify this Notification of Authorization data collection after a change is made.

School Name	School Code	Authorized	Local Board Approval Date (ex. 04/30/2014)	SIG Approval Date (ex. 04/30/2014)	Poverty Level %
Courreges (Roch) Elementary	6094635	N			
Cox (James H.) Elementary	6066922	N			
Fulton (Harry C.) Middle	6027916	N			
Gisler (Robert) Elementary	6027973	N			
Masuda (Kazuo) Middle	6094627	N			
Newland (William T.) Elementary	6027999	N			
Oka (Isojiro) Elementary	6068605	N			
Plavan (Urbain H.) Elementary	6085278	N			
Talbert (Samuel E.) Middle	6071096	N			
Tamura (Hisamatsu) Elementary	6027924	N			

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2014-15 Title I, Part A School Allocations

This identifies the amount of Title I, Part A funds to allocated to eligible public schools and equitable services to students in nonprofit private schools.

CDE Program Contact:

Lana Zhou, Title I Policy & Program Guidance, lzhou@cde.ca.gov, 916-319-0956
 Nancy Bodenhausen, Title I Policy & Program Guidance, NBodenhausen@cde.ca.gov, 916-445-4904

If an exception to funding is needed, enter an Exception Reason. Use lower case only.

Allowable Exception Reasons

- a - Meets 35% Low Income Requirement
- c - Funded by Other Allowable Sources
- d - Desegregation Waiver on File
- e - Grandfather Provision
- f - Feeder Pattern
- g - Local Funded Charter Opted Out
- h - Local Funded Chart Opt In
- i - CORE Waiver Eligible High School

Low income measure	FRPM
Group Schools by Grade Span	Yes
District-wide low income %	22.26%
Available Title I, Part A school allocation	\$361,456
Available public school parent involvement reservation	\$0
Available nonprofit private school set-asides	\$0
Available nonprofit private school parent involvement reservation	\$0

School Name	School Code	Grade Span Group	Low Income Students	Low Income Student %	Eligible	\$ Per Low Income Student (0.00)	Carryover	Public School Parental Involvement	Nonprofit Private Parental Involvement	Nonprofit Private Set Aside	Total School Allocation	Exception Reason	EIA Funded	Other Program Funds	Exception Comment
Oka (Isojiro) Elementary	6068605	1	140	31.32	Y	473.73					66322.20		N	N	
Plavan (Urbain H.) Elementary	6085278	1	166	31.14	Y	473.73					78639.18		N	N	

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2014-15 Title I, Part A School Allocations

This identifies the amount of Title I, Part A funds to allocated to eligible public schools and equitable services to students in nonprofit private schools.

School Name	School Code	Grade Span Group	Low Income Students	Low Income Student %	Eligible	\$ Per Low Income Student (0.00)	Carryover	Public School Parental Involvement	Nonprofit Private Parental Involvement	Nonprofit Private Set Aside	Total School Allocation	Exception Reason	EIA Funded	Other Program Funds	Exception Comment
Cox (James H.) Elementary	6066922	1	215	28.90	Y	473.73					101851.95		N	N	
Tamura (Hisamatsu) Elementary	6027924	1	116	18.50	N	0.00					0.00		N	N	
Gisler (Robert) Elementary	6027973	1	86	15.96	N	0.00					0.00		N	N	
Courreges (Roch) Elementary	6094635	1	90	13.49	N	0.00					0.00		N	N	
Newland (William T.) Elementary	6027999	1	58	13.03	N	0.00					0.00		N	N	
Masuda (Kazuo) Middle	6094627	2	242	31.11	Y	473.73					114642.66		N	N	
Talbert (Samuel E.) Middle	6071096	2	147	20.36	N	0.00					0.00		N	N	
Fulton (Harry C.) Middle	6027916	2	142	17.82	N	0.00					0.00		N	N	

*****Warning*****

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2013-14 Economic Impact Aid Carryover

Funds allocated as Economic Impact Aid must be used as originally purposed for English learners and educationally disadvantaged youth. The categorical intent continues to be in effect for funds previously allocated. The purpose of this data collection is to identify carryover funds for fiscal year 2014-15 use.

CDE Program Contact:

Mark Klinesteker , EIA / SCE, mklinesteker@cde.ca.gov , 916-319-0256
 Sonia Petrozello , EIA / LEP, SPetrozello@cde.ca.gov , 916-319-0950

Note: Carryover reported below will be used to determine 2014-15 Economic Impact Aid school allocations.	
Economic Impact Aid carryover (Amount should include all prior fiscal year unspent funds.)	\$0

*****Warning*****

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2013-14 Title I Part A Carryover

Report only expenditures for fiscal year 2013-14 allocation to determine funds to be carried over to fiscal year 2014-15.

CDE Program Contact:

Jyoti Singh, Title I Policy & Program Guidance, jysingh@cde.ca.gov, 916-319-0372
 Rina DeRose-Swinscoe, Title I Policy & Program Guidance, RDeroseswinscoe@cde.ca.gov, 916-323-0472

2013-14 Carryover Calculation

2013-14 Title I Part A Entitlement	\$307,093
Transferred in	\$0
Title I Part A available allocation	\$307,093
Expenditures and obligations from July 1, 2013 through June 30, 2014 (12 Months)	\$183,919
Carryover as of June 30, 2014	\$123,174
Carryover percent as of June 30, 2014	40.11%
Expenditures and obligations from July 1, 2013 through September 30, 2014 (15 Months)	\$262,674
Carryover as of September 30, 2014	\$44,419
Carryover percent as of September 30, 2014	14.46%

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2013-14 Title III, Part A Immigrant YTD Expenditure Report, 18 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2013 through December 31, 2014.

CDE Program Contact:

Patty Stevens, Title III Language Policy & Leadership Office, pstevens@cde.ca.gov, 916-323-5838
 Sandra Covarrubias, Language Policy & Leadership Office, SCovarrubias@cde.ca.gov, 916-319-0267

Approved Immigrant Sub-grantee Activities

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

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

- (A) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;
- (B) support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
- (C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth
- (D) identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;

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

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

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

2013-14 Title III, Part A Immigrant entitlement	\$8,399
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$0
2000-2999 Classified personnel salaries	\$0
3000-3999 Employee benefits	\$0
4000-4999 Books and supplies	\$0
5000-5999 Services and other operating expenditures	\$0
Administrative and indirect costs	\$1
Total year-to-date expenditures	\$1
2013-14 Unspent funds	\$8,398
General comment (Maximum 500 characters)	

*****Warning*****

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2013-14 Title III, Part A LEP YTD Expenditure Report, 18 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2013 through December 31, 2014.

CDE Program Contact:

Patty Stevens, Title III Language Policy & Leadership Office, pstevens@cde.ca.gov, 916-323-5838
 Geoffrey Ndirangu, Language Policy & Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Required and Authorized LEP Sub-grantee Activities

Required

Section 3115 (c)(1) To increase the English Proficiency by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs.
 Section 3115 (c)(2) To provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

Authorized

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

2013-14 Title III, Part A LEP entitlement	\$65,421
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$13,858
2000-2999 Classified personnel salaries	\$2,830
3000-3999 Employee benefits	\$3,193
4000-4999 Books and supplies	\$3,958
5000-5999 Services and other operating expenditures	\$3,247
Administrative and indirect costs	\$732
Total year-to-date expenditures	\$27,818
2013-14 Unspent funds	\$37,603
General comment (Maximum 500 characters)	

*****Warning*****

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2012-13 Title I, Part A Closeout Report

Report fiscal year expenditures to determine 2012-13 Title I, Part A unspent funds.

CDE Program Contact:

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

Rina DeRose-Swinscoe, Title I Policy & Program Guidance, RDeroseswinscoe@cde.ca.gov, 916-323-0472

There are no reported carryover funds. The LEA has already expended all Title I, Part A funds.

*****Warning*****

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2012-13 Title II, Part A Fiscal Year Expenditure Report, 27 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2012 through September 30, 2014.

CDE Program Contact:

Jackie Rose, Title II Leadership, jrose@cde.ca.gov, 916-322-9503

2012-13 Title II, Part A entitlement	\$134,148
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Professional Development Expenditures

Professional development for teachers	\$9,349
Professional development for administrators	
Subject matter project	\$1,650
Other professional development expenditures	

Exams and Test Preparation Expenditures

Exam fees, reimbursement	
Test preparation training and or materials	
Other exam and test preparation expenditures	

Recruitment, Training, and Retaining Expenditures

Recruitment activities	
Hiring incentive and or relocation allotment	
National Board Certification and or stipend	
Verification process for special settings (VPSS)	
University course work	
Other recruitment training and retaining expenditures	

Miscellaneous Expenditures

Class size reduction	\$122,606
Administrative and indirect costs	\$543
Total funds transferred to Title I, Part A	
Other allowable expenditures or encumbrances	
Total expenditures and encumbrances	\$134,148
2012-13 Unspent Funds	\$0
Note: CDE will invoice the LEA for the amount of 2012-13 unspent funds.	
General Comment (Maximum 500 characters)	

*****Warning*****

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2012-13 Title III, Part A Immigrant YTD Expenditure Report, 27 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2012 through September 30, 2014.

CDE Program Contact:

Patty Stevens, Title III Language Policy & Leadership Office, pstevens@cde.ca.gov, 916-323-5838
 Sandra Covarrubias, Language Policy & Leadership Office, SCovarrubias@cde.ca.gov, 916-319-0267

Approved Immigrant Sub-grantee Activities

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

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

- (A) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;
- (B) support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
- (C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth
- (D) identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;

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

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

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

2012-13 Title III, Part A Immigrant entitlement	\$9,400
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$0
2000-2999 Classified personnel salaries	\$4,107
3000-3999 Employee benefits	\$237
4000-4999 Books and supplies	\$4,520
5000-5999 Services and other operating expenditures	\$61
Administrative and indirect costs	\$475
Total year-to-date expenditures	\$9,400
2012-13 Unspent funds	\$0
Note: CDE will invoice the LEA for the amount of 2012-13 unspent funds.	
General comment (Maximum 500 characters)	

*****Warning*****

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2012-13 Title III, Part A LEP YTD Expenditure Report, 27 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2012 through September 30, 2014.

CDE Program Contact:

Patty Stevens, Title III Language Policy & Leadership Office, pstevens@cde.ca.gov, 916-323-5838
 Geoffrey Ndirangu, Language Policy & Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Required and Authorized LEP Sub-grantee Activities

Required

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

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

Authorized

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

2012-13 Title III, Part A LEP entitlement	\$70,178
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$19,755
2000-2999 Classified personnel salaries	\$25,916
3000-3999 Employee benefits	\$9,319
4000-4999 Books and supplies	\$4,228
5000-5999 Services and other operating expenditures	\$9,978
Administrative and indirect costs	\$982
Total year-to-date expenditures	\$70,178
2012-13 Unspent funds	\$0
Note: CDE will invoice the LEA for the amount of 2012-13 unspent funds.	

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2012-13 Title III, Part A LEP YTD Expenditure Report, 27 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2012 through September 30, 2014.

CDE Program Contact:

Patty Stevens, Title III Language Policy & Leadership Office, pstevens@cde.ca.gov, 916-323-5838
Geoffrey Ndirangu, Language Policy & Leadership Office, gndirang@cde.ca.gov, 916-323-5831

General comment (Maximum 500 characters)	
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FOUNTAIN VALLEY SCHOOL DISTRICT

10055 Slater Ave. • Fountain Valley, CA 92708 • 714.843.3200 • www.fvsd.k12.ca.us

FOUNTAIN VALLEY SCHOOL DISTRICT SUPPORT SERVICES

MEMORANDUM

TO: Anne Silavs, Assistant Superintendent, Instruction

FROM: Cara Robinson, Director, Support Services

SUBJECT: **Pacific Coast Speech Services, Inc.**

DATE: January 12, 2015 – for February 19, 2015 Board Meeting

BACKGROUND

Pacific Coast Speech Services, Inc. to provide licensed Speech Language Pathologist Assistant (SLPA) to sub for current SLPA at multiple sites who will be out on maternity leave. The District shall agree to pay \$50 per hour for Speech Language Pathologist Assistant's services rendered. Term of contract is January 12, 2015 thru June 12, 2015. Total not to exceed \$22,000.00.

RECOMMENDATION

It is recommended that the Board of Trustees approve the Service Agreement for Pacific Coast Speech Services, Inc. Beginning January 12, 2015 through June 12, 2015 and authorize the Superintendent or designee to sign all documents.



Pacific Coast Speech Services, Inc.

Serving Southern California Schools for 25 Years

Fountain Valley School District
10055 Slater Avenue
Fountain Valley, CA 92708
Ms. Cara Robinson
Director of Support Services

January 12, 2015

Re: CONFIRMATION OF CONTRACT OBLIGATION: SPEECH SERVICES

Dear Ms. Robinson

Thank you for the opportunity to provide speech and language services within the Fountain Valley School District. As you know, Pacific Coast Speech Services, Inc. (PCSS, Inc.) has agreed to pursue a contracted therapist for the following position:

1. **POSITION DESCRIPTION:** Pacific Coast Speech Services, Inc. will provide SLP-A speech services working with students at Fulton Middle School. The position will begin January 12, 2015 and extend through June 12, 2015, unless an extension is requested by the administration of FVSD. Contracted time will include 20 hours of SLP-assistance per week. This contract is subject to the availability of a qualified SLP-A, and excludes the days that school is not in session. School holidays and non-student days will be excluded unless the district requests that our clinician attend a specific meeting or in-service. Additional services can be provided if deemed necessary by district administration and/or PCSS, Inc.
2. **PAYMENT TERMS:** This district will reimburse PCSS, Inc. at the rate of \$50.00/hour. Payment is due within 30 days of invoice. Contract can be cancelled or substantially reduced with 30 days notice.
3. District hereby acknowledges that PCSS, Inc. independent contractors/employees are screened, hired, and trained at considerable time and expense by PCSS, Inc. District further acknowledges that PCSS, Inc. independent contractors/employees have entered into a contractual relationship with PCSS, Inc. to provide the above services for District. District agrees that it, or any third party associated, directly or indirectly, with the District, will not hire, solicit, contract, or otherwise seek to employ PCSS, Inc. independent contractors/employees, directly or indirectly, in such a way as to interfere with the contractual relationship between PCSS, Inc. independent contractors/employees and PCSS, Inc., and for a period of one (1) year after the completion of an independent contractors/employees contract with PCSS, Inc. District agrees that, acknowledging the contractual services provided by PCSS, Inc. and PCSS, Inc. subcontractors/employees, should District desire to employ or otherwise hire the services of a particular PCSS, Inc. independent contractor/employee within one (1) year after conclusion of an independent contractors/employees contract, District will not directly hire said independent contractor/employee, but will contact PCSS, Inc. for a continuation of said

14252 Culver Drive #146
Irvine, CA 92604
714.731.6630

www.PacificCoastSpeech.com

independent contractors/employees services. District further agrees to indemnify PCSS, Inc. for any and all legal costs, including and without limitation, attorney fees and court costs, necessary for PCSS, Inc. to enforce this provision or any and all attorney fees and costs resulting from proceedings arising out of violation of this provision.

4. During the term of this contract, or after the contract has been completed, Pacific Coast Speech Services, Inc.'s directors or contractors/employees may be requested or may be subpoenaed to testify or consult relating to an arbitration, mediation, deposition, trial or other type of legal proceeding. Pacific Coast Speech Services, Inc.'s directors or contractors/employees may also be requested or subpoenaed to a conference with an attorney to render an opinion, to review documentation, or take part in any other type of pre-trial, pre-mediation, or pre-arbitration discovery or research. Should this request or subpoena take place, the district will be billed for and agrees to pay the standard hourly rate to Pacific Coast Speech Services, Inc. for the time spent by the directors or contractors/employees for these services. The standard hourly rate is set forth in this Agreement at paragraph #2.

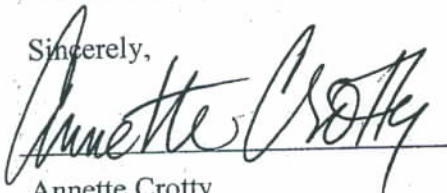
Based on the above, we approximate that the total cost of PCSS, Inc.'s services will not exceed \$22,000. This is not a lump sum guarantee, but a budgetary number only.

This agreement is subject to the availability of a credentialed speech therapist, and assumes a caseload equivalent to no more than 60 students for one traditional year FTE. If an audit of the caseload by the credentialed therapist reveals an excess of this 60-student equivalent, you will be notified immediately. Adjustment in reimbursement or caseload will be made within 15 calendar days.

Please fax me a return copy of this confirmation of our contract letter at your earliest convenience to indicate that my understanding of our terms is accurate.

If you have any questions, please call or fax me at (714) 389-9227 or email me at acrotty@epcss.net.

Sincerely,



Annette Crotty
Vice President- Finance

1/12/15
Date

I confirm that the above rate of \$50.00/hour and the conditions stated above are an accurate understanding of the agreement between Pacific Coast Speech Services, Inc. and Fountain Valley School District.

Signature of District Administrator

Date



FOUNTAIN VALLEY SCHOOL DISTRICT

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

Memorandum

TO: Anne Silavs, Assistant Superintendent, Instruction

FROM: Julianne Hoefler, Director, Assessment and Accountability

DATE: February 9, 2015

SUBJECT: **2013/2014 Program Effectiveness Results**

Background

An annual evaluation of the English learner and Title I programs was conducted for the 2013/2014 school year. This task is relevant, valuable, and necessary to support students in the quest to each has the opportunity to meet or exceed grade level standards. The two programs addressed in the document, English learner and Title I, serve two of our historically underperforming subgroups. It is also important to note that from a compliance standpoint it required through Federal Program Monitoring (FPM) statutes.

The Title I analysis is significantly impacted by the lack of standardized test scores. In prior years, not only was the achievement of Title I students and English learners examined. Their performance was compared to the rest of the student population. Starting in the 2014/2015 school year, standardized test scores will once again be available and utilized in the Program Effectiveness Summary for third through eighth grade students.

Recommendation:

It is recommended that the 2013/2014 Program Effectiveness Results be approved by the Board of Trustees.

**Fountain Valley School District
Program Effectiveness Summary
2013/2014**

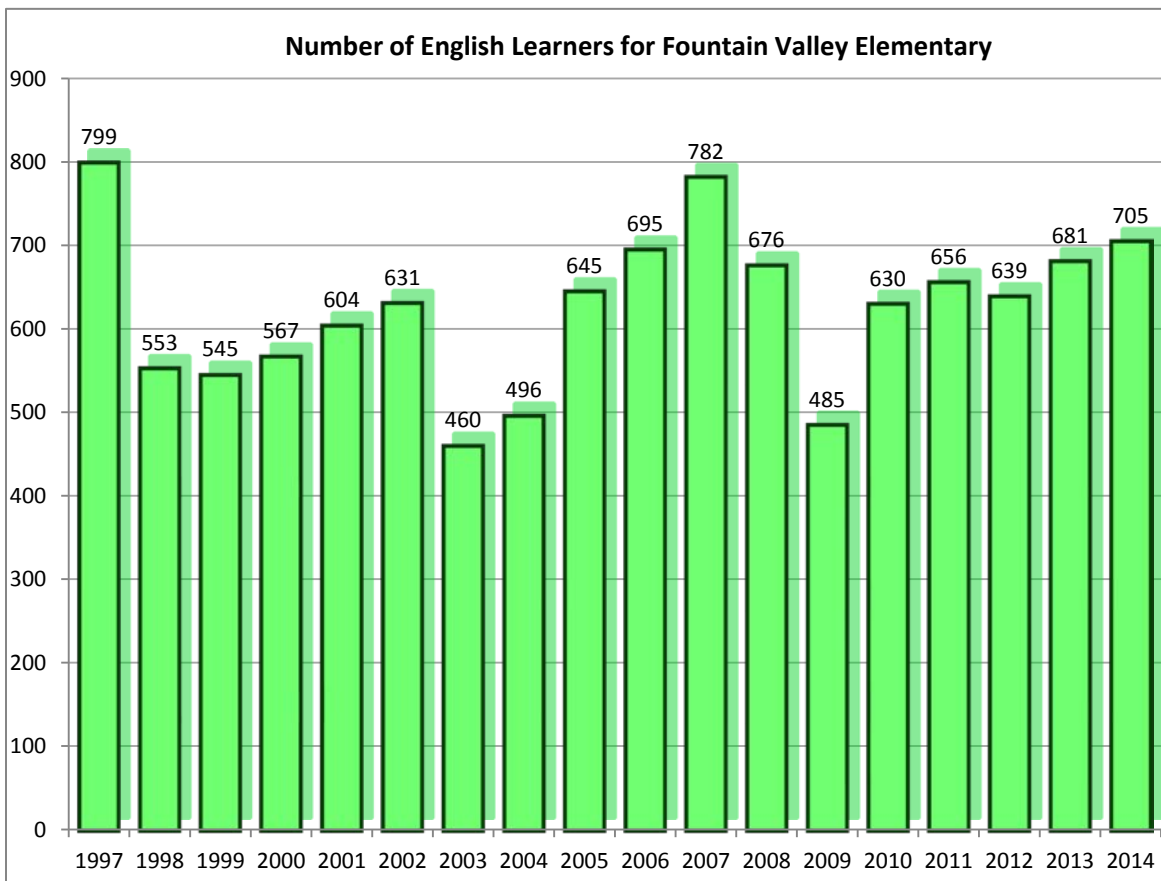
Collection of Data

The data for this document was collected from multiple sources, including the R-30 Language Census, Aeries student database, and DataQuest. Through the 2012/2013 school year the R-30 Language Census was the method the California Department of Education used to survey the English Learner (EL) population statewide. The collection occurred on March 1 and included information from March 1 of the prior year through February 28 of the survey year. Beginning in the 2013/2014 school year the California Department of Education changed the collection timeline and process. During the annual data collection that occurs on or around October 1, student demographic information is reported that includes information related to ELs and Title I. In future years, this new timeline and process should improve the ability to provide consistent data. In the past, because the R-30 timeline did not concur with the school year, it did not always include the desired information and as a result, the Aeries student database was also used. DataQuest, the last source referenced, is a public website available through the California Department of Education. It provides accountability information for the public for all public schools in California. Throughout the document all three resources are used, check below the chart for source information.

ENGLISH LEARNERS

Profile for English Learners (ELs)

The number of English Learners (ELs) has varied over the last 18 years. During this time the number has been as low as 460 and as high as 799. For the 2013/2014 school year, there were 705 ELs.



Source: March R-30, 2012, DataQuest 2011-2012, Aeries SIS 04/08/2013, 06/11/2014

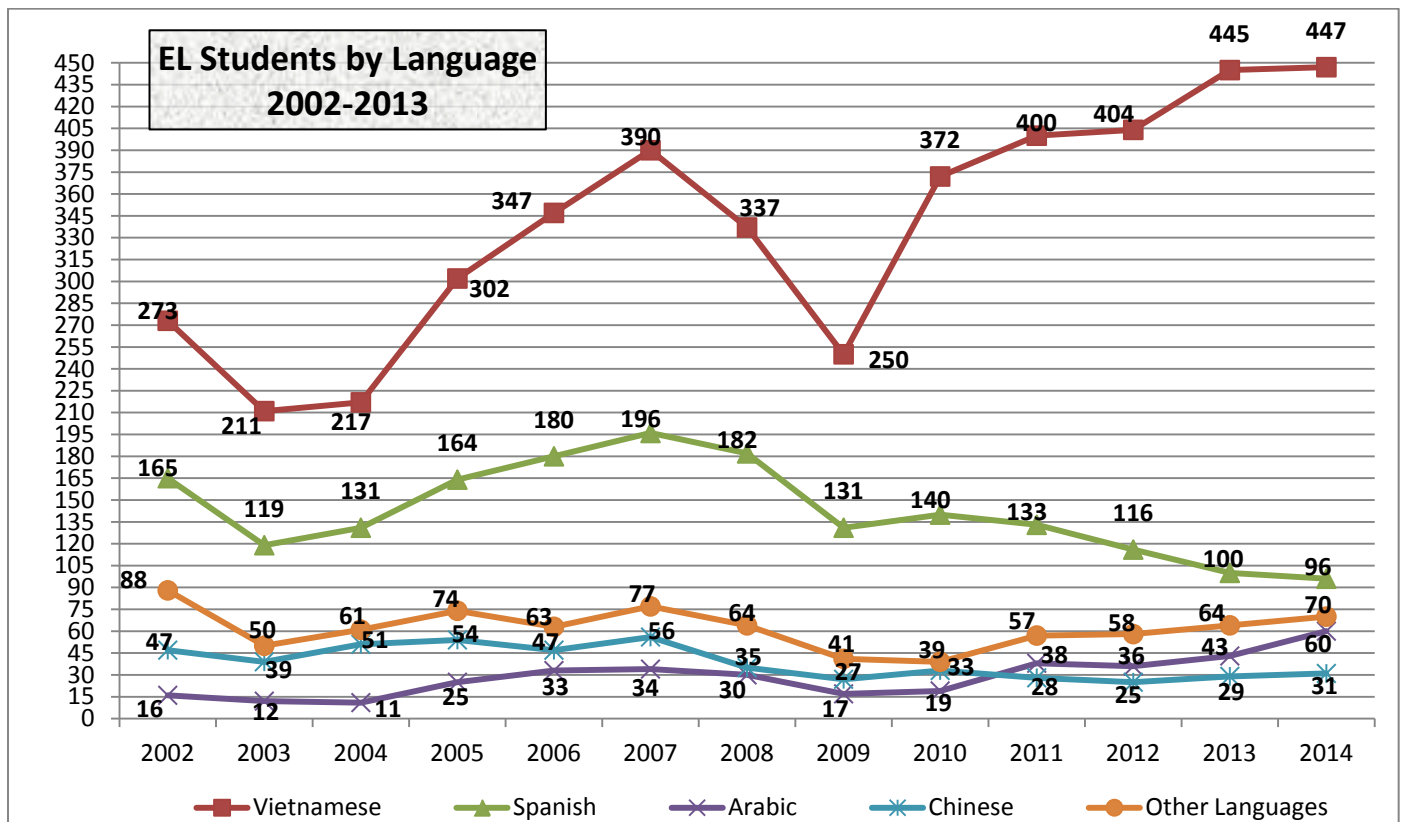
Major Language Groups

In Fountain Valley School District (FVSD), there were 37 different languages spoken by ELs in 2013/2014. ELs accounted for 11% of the total enrollment (704 out of 6,361). Within the EL population, 63% spoke Vietnamese as their primary language (447), 14% spoke Spanish (96), 9% Arabic (60), 4% Chinese (31), and the remaining 10% spoke "Other" languages (64).

Language	2014 Number ELs	2014 Percent ELs	2013 Number ELs	2013 Percent ELs	2012 Number ELs	2012 Percent ELs	2011 Number ELs	2011 Percent ELs
Vietnamese	447	63%	445	65%	404	63%	400	61%
Spanish	96	14%	100	14%	116	18%	133	20%
Arabic	60	9%	43	7%	36	6%	38	6%
Chinese (Cantonese/Chaozhou Mandarin/Taiwanese)	31	4%	29	4%	25	4%	28	4%
Other	70	10%	64	10%	58	9%	57	9%
Total	704	100%	681	100%	639	100%	656	100%

Source: Aeries SIS 07/30/2014

While there were two years of decline, Vietnamese has been on the rise over the last 11 years. The 2013/2014 Vietnamese enrollment of 447 demonstrates growth of almost 200 students in five school years. Arabic continues to grow and is also at an all time high of 60 students. In contrast, Spanish is on the decline. Over the past 12 years, Spanish has been as high as 196 (2006/2007) and as low as 96 (2013/2014).



Source: March R-30 2012, Aeries SIS 2014

The majority of ELs (88%) have attended FVSD schools five years or less. About half (49%) have attended school two years or less. Students in third grade and below make up 57% (516 students) of the EL population. In order to ensure R-FEP students continue to experience academic success with increasingly more rigorous and demanding content, they are monitored for two years and are included in the EL numbers in the next chart.

Years In Program	Grade Level									Total	Percent
	K	1	2	3	4	5	6	7	8		
1 year or less	120	129	16	5	11	3	3	6	6	299	33%
2 years or less		14	100	7	8	4	3	3	5	144	16%
3 years or less			1	121	56	4	4	2	3	191	21%
4 years or less				3	71	20	2	2	4	102	11%
5 years or less					5	37	18	1	3	64	7%
> 5 years						5	28	37	39	109	12%
120	120	143	117	136	151	73	58	51	60	909	100%

Source: Aeries SIS 07/30/2014

The California English Language Development Test (CELDT) is the State mandated English language test. It is administered when students first enroll in school (regardless of grade level) and then annually each Fall thereafter. The test assesses a student's speaking, listening, reading, and writing ability in English. Performance is based on five levels which indicate incremental language development (Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced). In 2013/2014, during the annual assessment 6% of ELs were at the earliest stages of English language development (Beginning and Early Intermediate). Most students, 75%, were at the highest levels (Early Advanced and Advanced). Because students who participated in initial testing were not enrolled in a school in California the prior year their results are not included with the annual test takers.

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Advanced	3 (20.0%)	38 (27.0%)	23 (21.0%)	45 (35.0%)	29 (31.0%)	19 (37.0%)	9 (23.0%)	16 (39.0%)	16 (33.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	198 (30.0%)
Early Advanced	8 (53.0%)	66 (47.0%)	55 (50.0%)	46 (36.0%)	43 (46.0%)	24 (46.0%)	23 (59.0%)	15 (37.0%)	19 (40.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	299 (45.0%)
Intermediate	4 (27.0%)	28 (20.0%)	26 (24.0%)	31 (24.0%)	15 (16.0%)	7 (13.0%)	4 (10.0%)	6 (15.0%)	6 (13.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	127 (19.0%)
Early Intermediate	(0.0%)	5 (4.0%)	3 (3.0%)	6 (5.0%)	2 (2.0%)	2 (4.0%)	1 (3.0%)	1 (2.0%)	3 (6.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	23 (3.0%)
Beginning	(0.0%)	3 (2.0%)	2 (2.0%)	1 (1.0%)	4 (4.0%)	(0.0%)	2 (5.0%)	3 (7.0%)	4 (8.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	19 (3.0%)
Number Tested	15 (100.0%)	140 (100.0%)	109 (100.0%)	129 (100.0%)	93 (100.0%)	52 (100.0%)	39 (100.0%)	41 (100.0%)	48 (100.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	666 (100.0%)

Source: DataQuest 2013-2014

Instructional Services

During the 2013/2014 school year 108 students participated in the Structured English Immersion program setting. Students in this program typically are at the earliest stages of English development (Beginning, Early Intermediate, and Intermediate). Structured English Immersion includes a combination of English Language Development (ELD) instruction to improve English skills, Specifically Designed Academic Instruction in English (SDAIE) to make content comprehensible, and primary language support as needed and when feasible. Because most students in FVSD are at the Intermediate, Early Advanced, and Advanced levels, they participated in the English Mainstream program (583 students), which includes ELD and support through the use of SDAIE. The six students who participated in Other Instructional Services have Individualized Education Plans (IEPs) that include goals and strategies geared to address the unique needs each individual has with regards to the development of English language skills.

Instructional Setting/Services	Number of ELs	Percentage of ELs
English Mainstream	583	84%
Structured English Immersion	108	15%
Other Instructional Services	6	1%
Total EL Students Served	697	100%

Source: Aeries SIS 07/30/2014

Language Fluency Classification

The majority of students in FVSD speak English as their native language or fluently if they are bi/multi-lingual. The number of students initially fluent English proficient (I-FEP) and reclassified as fluent English proficient (R-FEP) exceeds the number of ELs (1,055 compared to 704).

Classification	Number
English Learners (LEP)	704
Reclassified Fluent Proficient (R-FEP)	705
Initial Fluent English Proficient (I-FEP)	350
English Only	4,602

Source: Aeries SIS 07/30/2014

Gains in Language Proficiency

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

Reclassification to R-FEP

Reclassification from English learner (LEP) to R-FEP is locally determined and in FVSD is a rigorous process. The initial screener for reclassification is demonstrated proficiency on the CELDT. In order to be considered proficient on the CELDT, students must score:

Early Advanced or Advanced Overall
WITH
Early Advanced or Advanced in Reading
AND
Early Advanced or Advanced with no more than one Intermediate score in Speaking, Listening, and Writing.

Students who score at the proficient level on the CELDT are eligible for reclassification based on multiple measures. Students must score Proficient or Advanced on the English Language Arts (ELA) section of the California Standards Tests (CSTs) and earn a passing score on at least one FVSD Writing benchmark. In addition to achievement results, the classroom teacher must recommend and parent consent in order to reclassification. R-FEPs are included in EL numbers for two years while they are monitored to ensure continued success as the academic content becomes more challenging and rigorous. FVSD's reclassification rate for 2013/2014 was 16%.

Year	Number of R-FEPs	Number of ELs	FVSD Rate	Orange County Rate	California Rate
2013/2014	126	782	16%	12.4%	12.0%
2012/2013	123	683	19.1%	14.3%	12.2%
2011/2012	117	639	18.3%	13.2%	16.3%
2010/2011	128	664	19.3%	10.9%	11.4%
2009/2010	72	702	10.3%	11.2%	8.4%

Source: DataQuest Language Census Data 2013-2014, CALPADS: Spring 1 2013, March R-30, 2009-2012 and DataQuest 2009-2012

Profile of R-FEPs

During the 2013/2014 school year, 126 EL students were reclassified from LEP to R-FEP. More than two-thirds (81%) of these students met the FVSD goal and were reclassified within five years of enrollment in FVSD schools.

Language	Vietnamese	Spanish	Arabic	Chinese	Korean	Other	Total	Percent
1 year	1		1			2	4	3%
2 years	8						8	6%
3 years	49	1	2	2	2	2	58	46%
4 years	11	1	1	2		1	16	13%
5 years	10	4		1		1	16	13%
6 years	2	4		1		2	9	7%
7 years	4					1	5	4%
8 years	8	3					11	9%
TOTAL	93	13	4	6	2	9	127	100%
Percent of	73%	10%	3%	5%	2%	7%	100%	

Source: Aeries SIS 2012/2013 and 2013/2014

Currently there are 703 students who have been reclassified as R-FEP at some point in their educational career. The vast majority (95%) was reclassified within five years of being enrolled in FVSD.

Language	Vietnamese	Spanish	Chinese	Korean	Other	Total	Percent
1 year	71	12	4	14	3	104	16%
2 years	92	11	2	6	2	113	17%
3 years	213	17	10	12	5	257	40%
4 years	57	10	1	7	2	77	12%
5 years	50	12	1	4	0	67	10%
6 years	5	7	0	2	0	14	2%
7 years	11	2	0	1	0	14	2%
8 years	6	0	0	0	0	6	1%
TOTAL	505	71	18	46	12	652	100%
Percent of R-FEPs	77%	11%	3%	7%	2%	100%	

Source: Aeries SIS 08/05/2014

Title III Annual Measurable Achievement Objectives (AMAOS)

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

- ✓ English language proficiency standards,
- ✓ An annual assessment of English language proficiency, CELDT,
- ✓ Two Annual Measurable Achievement Objectives (AMAOs) to increase the percentage of ELs that develop English proficiency, AMAO 1 and AMAO 2,
- ✓ A third AMAO related to meeting Adequate Yearly Progress (AYP) for the EL subgroup at the LEA level, i.e. FVSD, AMAO 3, and
- ✓ Accountability 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 prior year level. Those at the Beginning, Early Intermediate, and Intermediate levels are expected to increase at least one level. Those at the Early Advanced and Advanced levels who are not yet English proficient are expected to reach the English proficient level, i.e. every subsection must be Intermediate or higher. Those at the English proficient level are expected to maintain that level.

The percent of students expected to meet an incremental annual growth target are shown below. In 2013/2014, FVSD exceeded the target of 59% with 82.6% of ELs meeting AMAO 1.

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

2013-2014

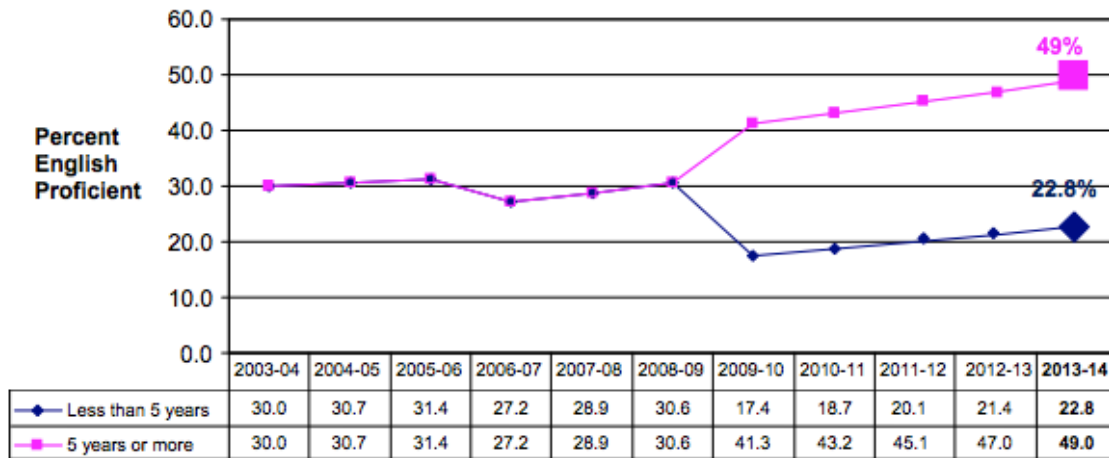
Number of 2013-14 Annual CELDT Takers	666
Number/Percent with Required Prior CELDT Scores	666/100%
Number in Cohort Meeting Annual Growth Target	550
Percent Meeting AMAO 1 in LEA	82.6%
2013-2014 Target	59.0%
Met Target for AMAO 1	Yes

Source: DataQuest, 2012-2013

AMAO 2 – Percent of ELs Attaining English Proficiency on CELDT

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

AMAO 2: Percentage of ELs Attaining the English Proficient Level on the CELDT



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

Less than 5 Years Cohort

Number of 2013-14 English Learners in Cohort	643
Number in Cohort Attaining the English Proficient Level	359
Percent in Cohort Attaining the English Proficient Level	55.8%
2013-2014 Target	22.8%
Cohort Met Target	Yes

5 Years or More Cohort

Number of 2013-14 English Learners in Cohort	149
Number in Cohort Attaining the English Proficient Level	119
Percent in Cohort Attaining the English Proficient Level	79.9%
2013-2014 Target	49.0%
Cohort Met Target	Yes

Met Targets for AMAO 2

Yes

Source: DataQuest, 2013-2014

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

AMAO 3 requires the EL subgroup to meet the same targets that are established for all LEAs, schools, and subgroups under ESEA. The targets specify the participation rate and percent of students who must score at the Proficient or Advanced level in ELA and mathematics on the California CST assessments (this is the same as the highly publicized AYP). Safe Harbor, an alternative method used to meet AYP, applies to the EL subgroup for AMAO 3.

Because all students in third through eighth grades participated in the Smarter Balanced Assessment Consortium (SBAC) pilot testing in Spring 2014 there were no scores to use to calculate AMAO 3. As a result, there is no new information for 2013/2014. The information below is from 2012/2013.

2012 AYP Targets for the EL Subgroup

Type of LEA	Targets		
	Participation Rate ELA and Math	Percent Proficient ELA	Percent Proficient Math
Elementary districts	95.0%	89.2%	89.5%

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

English-Language Arts

Met Participation Rate for English Learner Subgroup Yes

Met Percent Proficient or Above for English Learner Subgroup No

Mathematics

Met Participation Rate for English Learner Subgroup Yes

Met Percent Proficient or Above for English Learner Subgroup No

Met Target for AMAO 3 No

Source: DataQuest, 2012-2013

Consequences of Not Meeting the AMAOs

If one or more of the three AMAOs are not met in any year, parents of ELs must be informed within 30 days of the public release of the Title III Accountability Reports. If AMAOs are not met for two consecutive years, in addition to parent notification, an improvement plan addendum that will ensure AMAOs are met in the future must be developed. For the first time, FVSD did not meet all three AMAOs in the 2012/2013 school year and adhered to the State mandate of notifying parents of ELs. Because there were no new scores in 2013/2014, AMAO status was frozen. Therefore, FVSD was not required to craft an improvement plan.

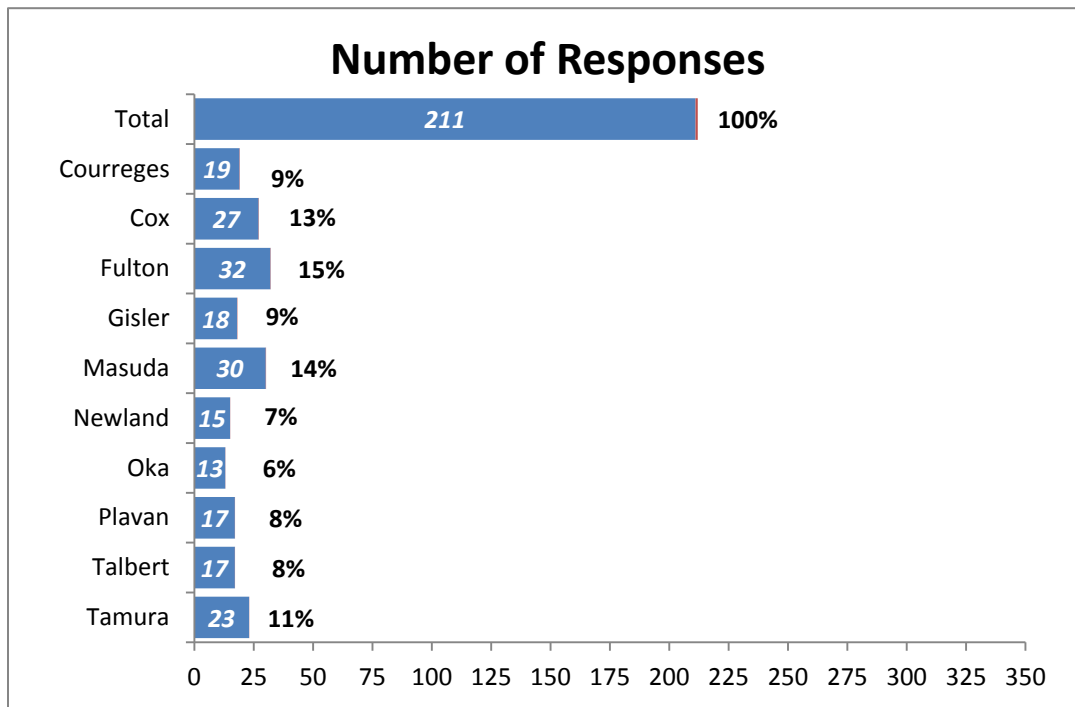
Survey Results

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

Parent Survey Results

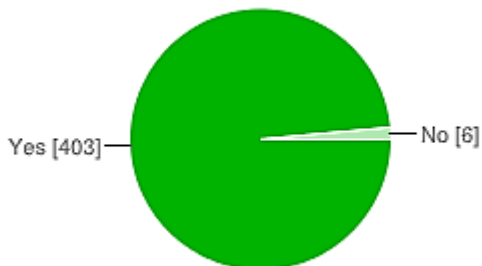
Paper surveys were sent home with ELs, 325 were returned. The actual number of families represented is difficult to determine because the survey is confidential and in some instances there is more than one EL student in the household. The first chart illustrates the number of surveys returned from each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

also had the highest number of surveys returned.



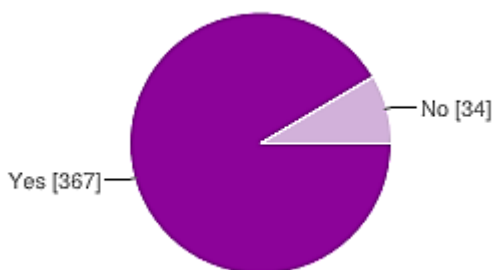
Parents overwhelmingly indicated (98%) their child's understanding of English improved over the course of the school year and they believed their child would reclassify within five years of attending FVSD schools (92%).

1. Has your child's understanding of English (speaking, listening, reading, and writing) improved this school year?



Response	Number	Percent
Yes	403	99%
No	6	1%

2. Do you believe your child will be reclassified as Fluent English Proficient (FEP) within five years of enrollment in FVSD schools?

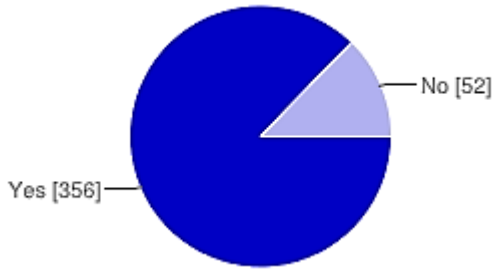


Response	Number	Percent
Yes	367	92%
No	34	8%

Communication between home and school is occurring between parents and teachers (87%). High numbers reported the information provided by the District helped them understand their

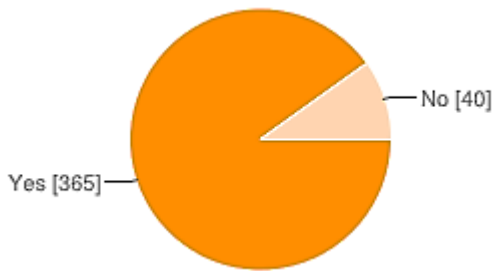
child's level of English proficiency (90%). Additionally, most parents remembered receiving CELDT scores (95%) and reported understanding their child's performance level (96%).

3. Do(es) your child's teacher(s) communicate with you about how well your child is learning English (conferences, notes, telephone calls, emails)?



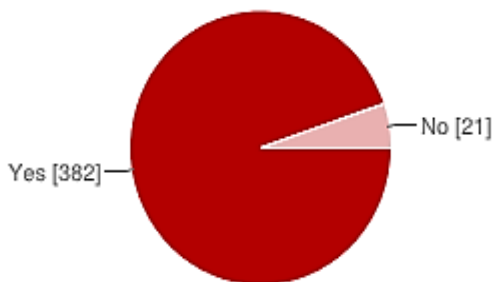
Response	Number	Percent
Yes	356	87%
No	52	13%

4. Does the communication you receive from the District help you understand how well your child has mastered English?



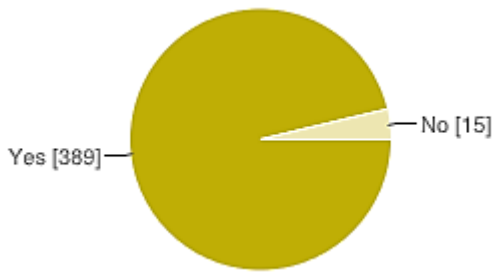
Response	Number	Percent
Yes	365	90%
No	40	10%

5. Did you receive California English Language Development Test (CELDT) test scores for your child in September and January/February this year? (It details your child's English proficiency level – Beginning, Early Intermediate, Intermediate, Early Advanced, or Advanced)



Response	Number	Percent
Yes	382	95%
No	21	5%

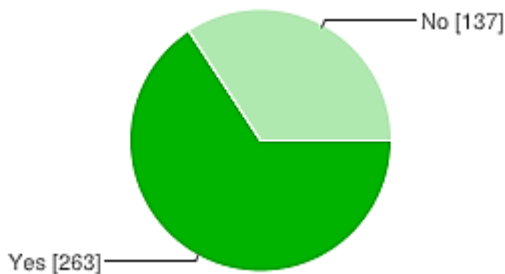
6. Do you feel like you understand your child's level (Beginning, Early Intermediate, Intermediate, Early Advanced, or Advanced) of English language proficiency?



Response	Number	Percent
Yes	389	96%
No	15	4%

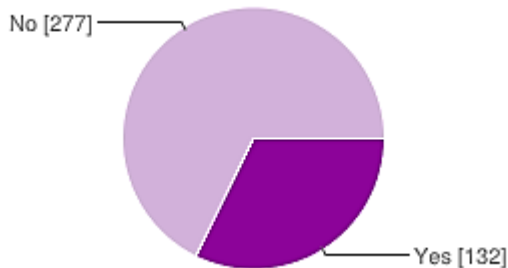
Parents overwhelmingly reported concern about the progress their child was making learning English (66%). About one third of ELs participated in tutoring outside the school day (32%).

7. Are you concerned about the progress your child is making with regards to English language proficiency?



Response	Number	Percent
Yes	263	66%
No	137	34%

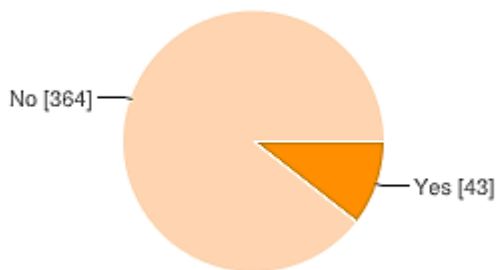
8. Does your child receive tutoring after school?



Response	Number	Percent
Yes	132	32%
No	277	68%

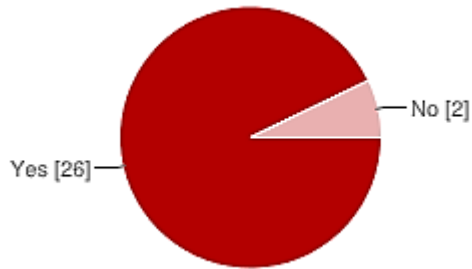
Very few parents reported attending the EL Parent Workshop in February (11%). However, those that did attend indicated it was worth their time (93%). Most parents who didn't attend reported the reason was a schedule conflict (62%).

9. Did you attend the workshop on February 25, 2014 at Plavan School?



Response	Number	Percent
Yes	43	11%
No	364	89%

10. If so, did you find the workshop worth your time?



Response	Number	Percent
Yes	26	93%
No	2	7%

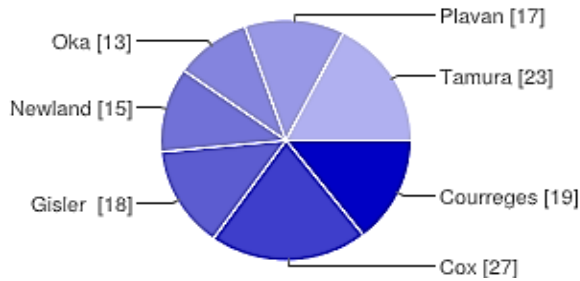
11. If you did not attend, please indicate the reason(s) why.

Reason	Number	Percent
Schedule conflict	181	62%
Was not aware of the workshop	68	23%
Did not want to attend	25	9%
Other	18	6%

Teacher Survey Results

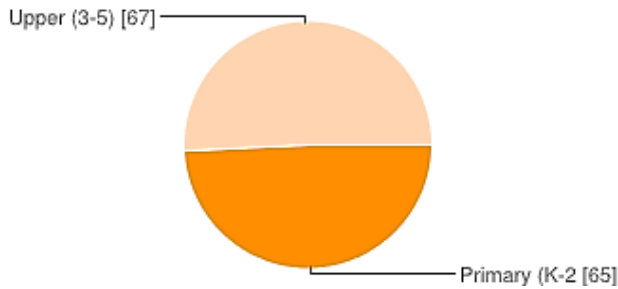
Teachers were emailed a request to complete an online survey towards the end of the 2013/2014 school year. More than three-fourths of teachers district-wide participated (77%). Every school was represented with at least half of the staff members responding (57%-92%). In addition, grade spans were evenly distributed at the elementary level and every grade and department was represented at the middle school level.

Elementary Schools



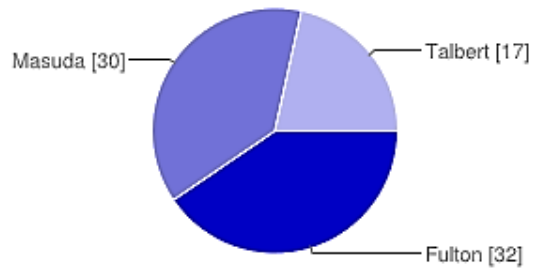
School	Participants/ Total Teachers	Percent Participation
Courreges	19/29	66%
Cox	27/30	90%
Gisler	18/24	75%
Newland	15/22	68%
Oka	13/21	62%
Plavan	17/24	71%
Tamura	23/25	92%
TOTAL	132/175	75%

Grade Span



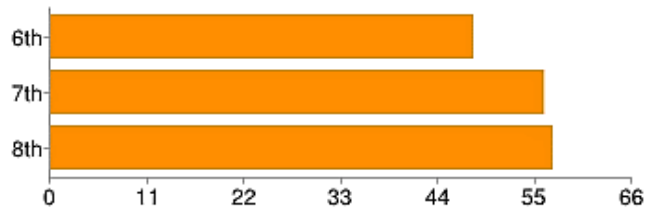
Grade Span	Number	Percent
K-2	65	49%
3-5	67	51%

Middle Schools



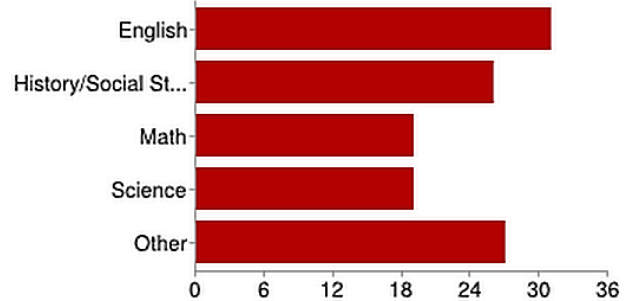
School	Participants/ Total Teachers	Percent Participation
Fulton	32/35	91%
Masuda	30/33	91%
Talbert	17/30	57%
TOTAL	79/98	81%

Grade Level – Multiple Responses Permitted



Grade	Number	Percent
6	48	30%
7	56	35%
8	57	35%

Department – Multiple Responses Permitted



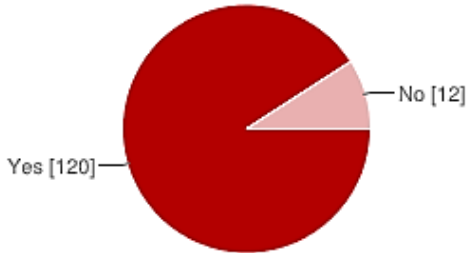
Department	Number	Percent
English	31	25%
History/Social Studies	26	21%
Math	19	16%
Science	19	16%
Other	27	22%

Regardless of whether the participant was at the elementary or middle school level, the vast majority reported having ELs in their classrooms (91% elementary and 87% middle school). Most teachers knew which students were ELs (98% elementary and 96% middle school) and more than half knew their students' overall levels without referencing paperwork (67% elementary and 54% middle school).

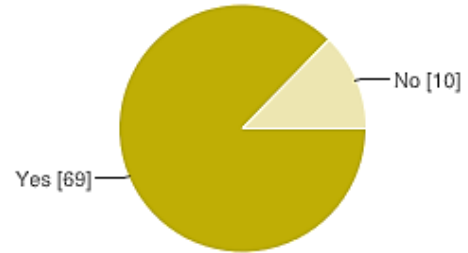
Elementary Schools

Middle Schools

Do you have English learners in your classroom/classes?

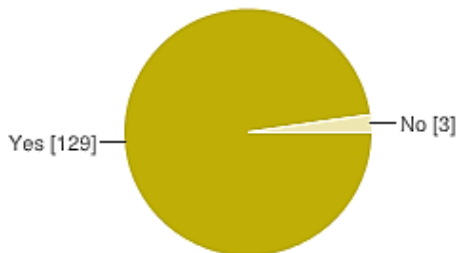


Response	Number	Percent
Yes	120	91%
No	12	9%

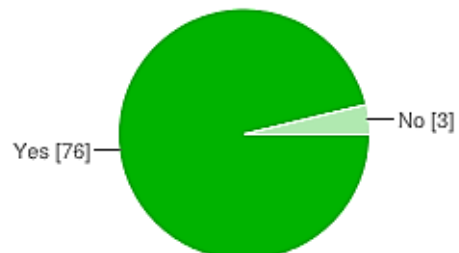


Response	Number	Percent
Yes	69	87%
No	10	13%

Do you know which students in your classes are English learners?



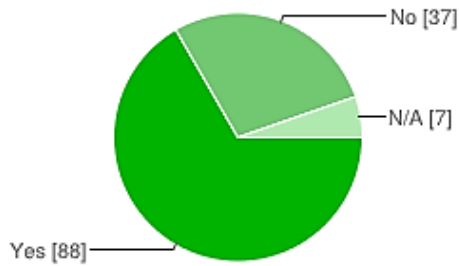
Response	Number	Percent
Yes	129	98%
No	3	2%



Response	Number	Percent
Yes	76	96%
No	3	4%

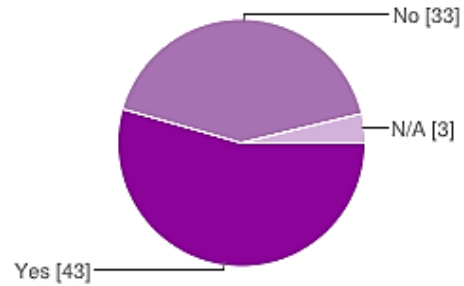
Elementary Schools

Do you know your English learners' overall CELDT levels of language proficiency without referencing the paperwork?



Response	Number	Percent
Yes	88	67%
No	37	28%
N/A	7	5%

Middle School

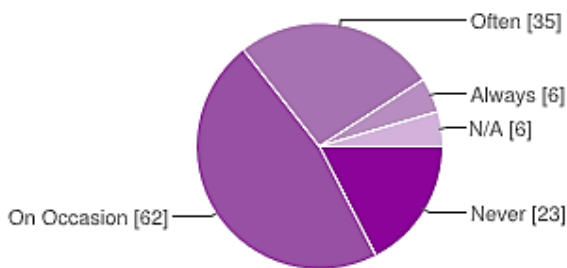


Response	Number	Percent
Yes	43	54%
No	33	42%
N/A	3	4%

It is interesting to note that while the teachers report on occasion or never relying on CELDT scores to guide instruction (67% elementary and 84% middle school), they always or oftentimes use SDAIE strategies (85% elementary and 67% middle school).

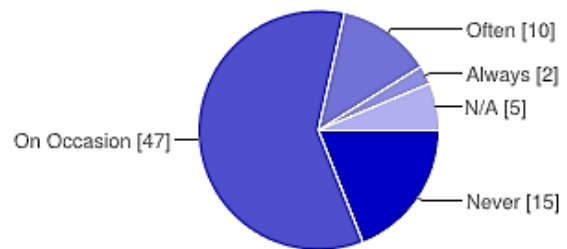
Elementary Schools

To what extent do you rely on the results of the CELDT to guide instruction?



Response	Number	Percent
Never	23	18%
On Occasion	62	49%
Often	35	28%
Always	6	5%

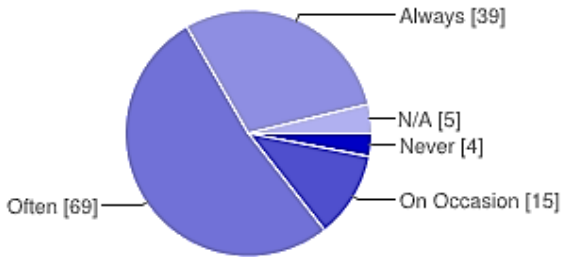
Middle Schools



Response	Number	Percent
Never	15	20%
On Occasion	47	64%
Often	10	14%
Always	2	3%

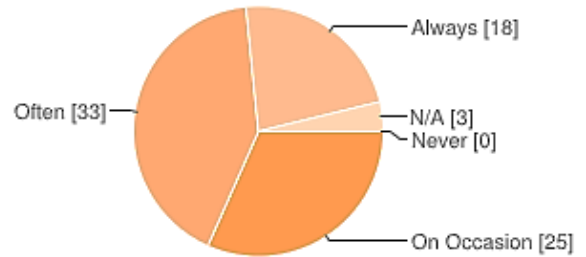
Elementary Schools

How often do you use SDAIE strategies that integrate oral and written vocabulary and academic skills during content instruction?



Response	Number	Percent
Never	4	3%
On Occasion	15	12%
Often	69	54%
Always	39	31%

Middle Schools

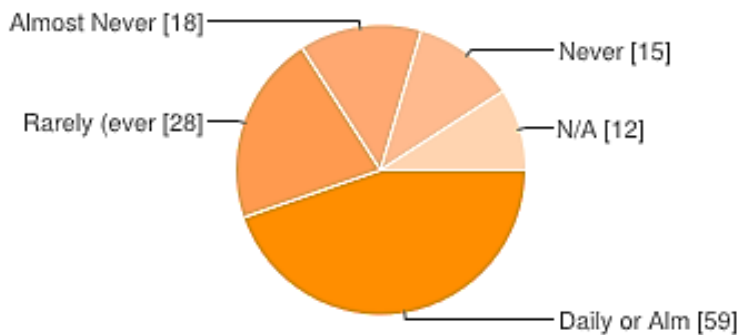


Response	Number	Percent
Never	0	0%
On Occasion	25	33%
Often	33	43%
Always	18	24%

At the elementary level, less than half of ELs receive daily or almost daily English language development (ELD) instruction (49%). And when they do, it is most often from their classroom teacher (78%).

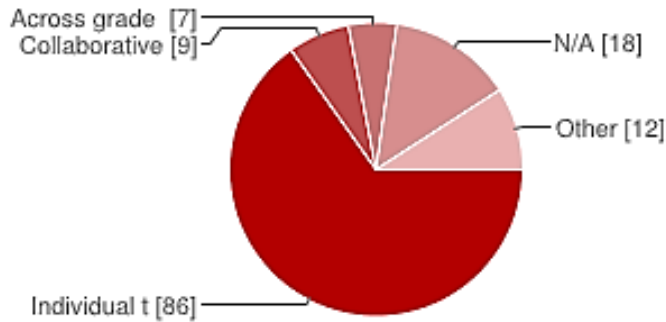
Elementary Schools

How often do your English learners receive specific English Language Development (ELD) instruction?



Response	Number	Percent
Daily or Almost Daily (at least 3 times/week)	59	49%
Rarely (every few weeks)	28	23%
Almost Never (monthly)	18	15%
Never	15	13%

How is ELD provided?



Response	Number	Percent
Individual teachers to their students only	86	78%
Collaboratively by grade level	9	8%
Across grad levels by proficiency level	7	6%
Other	12	9%

OBSERVATIONS AND CONSIDERATIONS

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

- ▶ Demographic
 - ✓ Cox, Fulton, Masuda, Plavan, and Tamura were required to translate documents into Vietnamese.
 - ✓ Spanish interpretation and translation at the District was replaced with additional Vietnamese support. Spanish was still available at two sites, Cox and Plavan.
 - ✓ There was no significant bilingual tutor staffing changes at the school sites in 2013/2014.
- ▶ Instruction
 - ✓ The majority of ELs enrolled in FVSD schools were in kindergarten through second grade (380 out of 704). Support for late entry ELs, those that enter during second grade and beyond, continued to be provided at the schools with bilingual tutors (when primary language support is available).
 - ✓ If a bilingual tutor who speaks the correct language was not available on site, newcomers to the United States received primary language support (when the language was available) for approximately the first six weeks of enrollment in FVSD schools. At grades five and eight, support was provided for a longer duration whenever possible.
 - ✓ New English Language Development (ELD) Standards were adopted by the California Department of Education. However, the Framework was not adopted until the 2014/2015 school year. ELD materials and instruction continued to be problematic and likely will be until all the necessary components are developed.
 - ✓ Evaluate supplemental ELD instructional materials after the recommended list is approved by the California Department of Education in Spring, 2014.
- ▶ Reclassification

- ✓ FVSD's goal is that ELs acquire full proficiency in English and perform at grade level within five years of program participation. While the District's programs helped the majority of ELs meet this goal, approximately 20% took longer than five years.
- ✓ Reclassification rates continued to be closely monitored. The percentage of reclassified Spanish ELs was lower than their representation in the EL group (14% compared to 10%), as was Arabic (9% compared to 3%). In contrast, the percentage of Vietnamese and Chinese who reclassified exceeded their representation in the EL group (73% compared to 63% and 5% compared to 4%).
- ▶ AMAOs
 - ✓ Continue to monitor AMAO 1 and AMAO 2.
 - ✓ AMAO 3 will be closely monitored as soon as results become available.
- ▶ Survey Findings
 - ✓ Overall parent results indicated satisfaction with the EL program in FVSD.
 - ✓ Continue to strive to improve and increase parent participation in the District EL Parent training. Consider holding trainings every other year rather than every year.
 - ✓ Teachers indicated they knew which students were ELs and indicated they did not regularly provide ELD instruction.
 - ✓ Continue to provide unofficial CELDT scores in the fall.
 - ✓ Begin to research ways to provide professional development on the new ELD standards and strategies to use CELDT results to guide instruction.
- ▶ Additional Recommendations
 - ✓ The FVSD EL Plan was revised in the 2013/2014 school year.
 - ✓ Continue to build knowledge of the new EL Standards and craft a plan to educate all staff on them.
 - ✓ Determine ways to increase collaboration at the sites to discuss student progress and identify the most effective strategies to use to facilitate language development.
 - ✓ Determine ways to provide homework flexibility for ELs.
 - ✓ Consider providing additional support beyond the school day for students at the Intermediate, Early Advanced, and Advanced levels.

TITLE I SERVICES

Title I is a Federally funded program. It is part of the Elementary and Secondary Education Act (ESEA) formerly known as the “No Child Left Behind” Act passed January 8, 2002. Funds are provided to facilitate supplemental instruction/intervention for students “at risk” of not meeting District and State standards. Title I allocations are based on the percent of students who apply and qualify for the Federal free/reduced lunch program and/or whose parents have less than a high school diploma. Parents are not required to apply for the program so the true number of eligible students is never really known. Historically two schools have been identified based on grade span. For the past three years, Cox was the elementary school and Masdua the middle school. However in the 2013/2014 school year, Cox was not the elementary school with the highest percentage. Both Oka’s and Plavan’s participation rates exceeded Cox by about one and a half percent. The decision was made to apply the grandfather clause, identify Cox, skip Oka and Plavan, and re-evaluate in the 2014/2015 school year. The reason for this clause and the rationale for the decision is the desire for continuity. Because the approximate enrollments at Oka and Plavan are 450 and 530, one percent is equivalent to five students. The decision to wait a year was to determine whether the change was an anomaly or a new pattern. The process for dividing the funds between Cox and Masuda was the same as what was done in the past. The number of eligible students were totaled and a per student amount calculated. Each site received funds based on the per student amount multiplied by the number of eligible students. It is important to acknowledge that the students who receive services through the Title I program are not necessarily the ones who meet the Title I qualification criteria (participation in the free/reduced lunch program and/or parents with less than a high school diploma).

Historically, the bulk of Title I funds have been spent to support literacy and it was no different in 2013/2014. In 1997, the National Reading Panel was formed to review research on how individuals learn to read and determine which instructional methods were most effective. Five components of a strong reading program were identified which include phonemic awareness, phonics, fluency, comprehension, and vocabulary. Phonemic awareness is used to describe the concept that spoken words are made up of smaller parts called phonemes. Phonemic awareness instruction includes manipulation of spoken language such as rhyming (bat-cat), blending (b-a-t=bat), deleting (bat-b=at), segmenting (bat=b-a-t), etc. Phonics is the relationship between phonemes and printed letters and is the basis of reading and spelling. Fluency is the act of reading with accuracy, pace, and expression in a manner commensurate with speaking. Comprehension is the skill associate with understanding what has been read in a sentence, passage, page, book, etc. while vocabulary is the knowledge of the meaning of individual words.

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

In order to provide this type of targeted literacy instruction, a Reading Intervention Program is in place at both Title I schools. Two highly skilled Reading Intervention Teachers provide services to target students, one full-time at Cox and one part-time at Masuda. Due to the needs of middle school students, in 2013/2014 Masuda also provided math support, reading support, lunch academy (missing assignments), after school homework help, after school math lab, and a one period intervention teacher who monitors target students, connects them with supports, and communicates with teachers and parents.

Title I Reading Program Goals and Objectives

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

The goal of the FVSD Title I Reading Program is for each participant to close the gap between current performance and grade level expectations. For first grade through fifth grade students, an informal reading assessment is used to screen and monitor progress called the Dynamic Indicator of Basic Early Literacy Skills Next (DIBELS Next). Because it is not available above sixth grade, DIBELS Next is not used at the middle school level. In prior years, State standardized tests complimented DIBELS Next for second through fifth grades and were the primary evaluation tool at the middle school level. However, in the 2013/2014 school year, State standardized testing was eliminated at second grade and students in third grade and above participated in a field test of the Smarter Balance Assessment Consortium (SBAC) exams in English language arts and math. Because it was a pilot and the results were used to set benchmarks, scores statewide were not shared with parent, schools, or districts.

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

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

Qualification Criteria: A student qualifies for the Title I Reading program when it becomes evident that he/she may not meet grade-level State and/or District standards. In order to improve effectiveness, instructional group size is limited to approximately six students. There is not space to serve every eligible student, therefore, classroom teachers and the Reading Intervention Teachers work together to identify participants. Referrals are based on the criteria below and validated during the screening administered by the Reading Intervention Teacher:

Grade One:

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

Grade Two:

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

Grades Three Through Five:

- ✓ Child scored below Benchmark on DIBELS Next,
- ✓ Child received D or F in reading on the report card, and/or
- ✓ Child was recommended by last and/or current year teacher(s).

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

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

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

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

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

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

Parent Involvement: FVSD recognizes and values the fact that parents are their child's first and most influential teachers. Parents are encouraged to:

- ✓ Attend the annual Title I information meeting,
- ✓ Meet with their child's teacher for all conference periods,
- ✓ Take an active part in their child's education, assisting with homework and organizational skills, and
- ✓ Help their child master grade level skills, such as basic sight words, times tables, nightly reading practice, etc.

Board Policy 6020 Parent Involvement Policy

- 1) Through the District and local parent involvement policy, parents will be involved with the planning, review, and improvement of the school programs.
- 2) The District encourages parent involvement and supports this partnership by

providing information about standards and assessments; providing materials for parents to use to help their children; educating school personnel about involving parents and the value of parent contributions; and developing roles for community organizations to work with parents and schools.

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

Program Results

Because there were no State standardized test scores in the 2013/2014 school year, the informal assessment DIBELS Next was the primary tool used to determine effectiveness. DIBELS Next is used to measure decoding, reading fluency, and accuracy. Scores are grouped into three levels – Benchmark, Tier 1, and Tier 2. Benchmark scores are the target for all students. Tier 1 indicates the student requires some assistance to meet grade level targets whereas Tier 2 indicates the student needs a significant amount of assistance. Please note, it is possible for students to make growth and not move from one level to the next.

Dynamic Indicator of Basic Early Literacy Skills (DIBELS NEXT)

Interpretation scores should be made cautiously due to a small group size (56 total students) and the ability to enter/exit anytime throughout the year. During the 2013/2014 school year, the only students at Cox who participated in the Title I Reading Program were in first through third grades.

First Grade

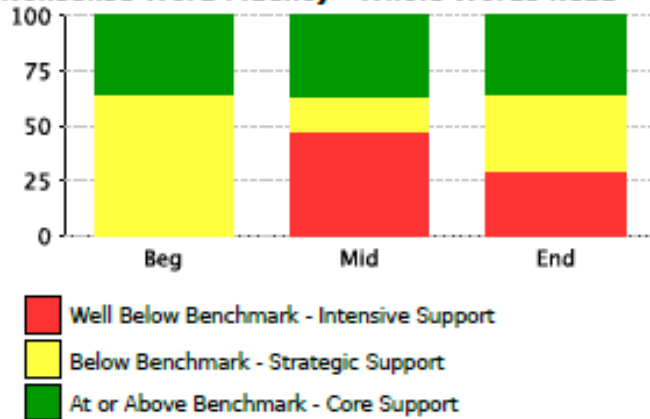
In first grade, the only DIBELS Next assessment administered the entire year is Nonsense Word Fluency. Nonsense Word Fluency involves decoding invented short vowel words on one assessment that is scored on two measures, Correct Letter Sounds and Whole Words Read. Correct Letter Sounds captures early literacy development and illustrates students' knowledge of phonics before students accurately blend sounds. Whole Words Read, which is the goal because it transfers into decoding text, involves decoding entire words. The assessment is administered three times a year and each time the targets increase. It is possible for students to make small incremental growth, not keep up with the targets, and over time move down a band or two (i.e. go from Benchmark to Below Benchmark). This is illustrated by the increase in average score that is included at the bottom of each set of results. From the beginning of the year to the end of the year fewer students scored Benchmark and significantly more scores Well Below Benchmark on the Correct Letter Sounds measure. Whole Words Read results were similar; the same number of students scored Benchmark on the first and last administration and more scored Well Below Benchmark.

Nonsense Word Fluency - Correct Letter Sounds



	Beg	Middle	End
At or Above Benchmark	35%	16%	25%
Below Benchmark	50%	28%	10%
Well Below Benchmark	15%	56%	65%
Total # of Students	20	25	20
Avg Score	24	33	43

Nonsense Word Fluency - Whole Words Read

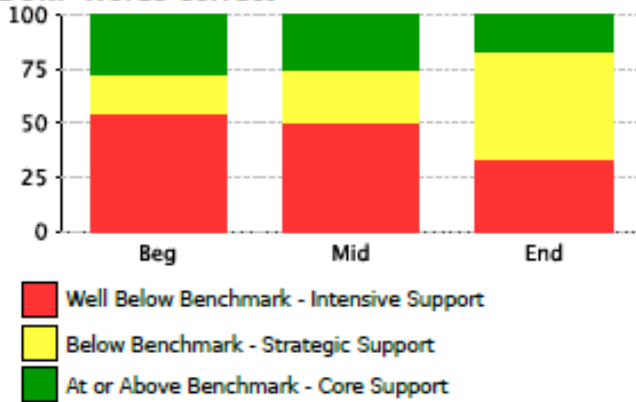


	Beg	Middle	End
At or Above Benchmark	35%	36%	35%
Below Benchmark	65%	16%	35%
Well Below Benchmark	0%	48%	30%
Total # of Students	20	25	20
Avg Score	2	5	12

Second Grade

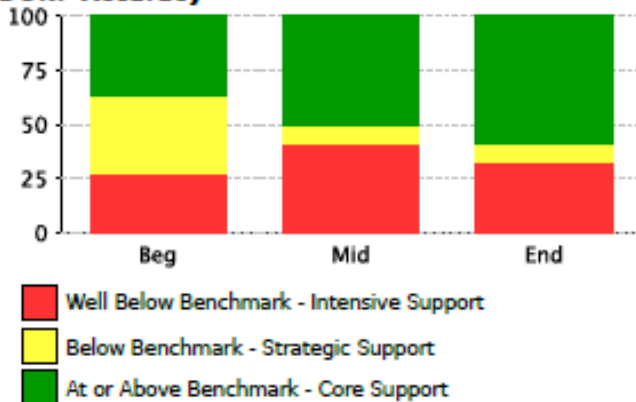
Beginning in mid-first grade and continuing through sixth, the DIBELS Next assessment include Oral Reading Fluency (DORF). Students read three passages for one minute. Just like Nonsense Word Fluency, the assessment is administered three times a year and each time the targets increase. It is possible for students to make small incremental growth, not keep up with the targets, and over time move down a band or two (i.e. go from Benchmark to Below Benchmark). This is illustrated by the increase in average score that is included at the bottom of each set of results. Second grade results indicate an improvement in DORF Accuracy with more students reaching the Benchmark level. Second grade participants improved on DORF Words Correct with students moving up from Well Below Benchmark to Below Benchmark.

DORF Words Correct



	Beg	Middle	End
At or Above Benchmark	27% 3	25% 3	17% 2
Below Benchmark	18% 2	25% 3	50% 6
Well Below Benchmark	55% 6	50% 6	33% 4
Total # of Students	11	12	12
Avg Score	37	53	67

DORF Accuracy

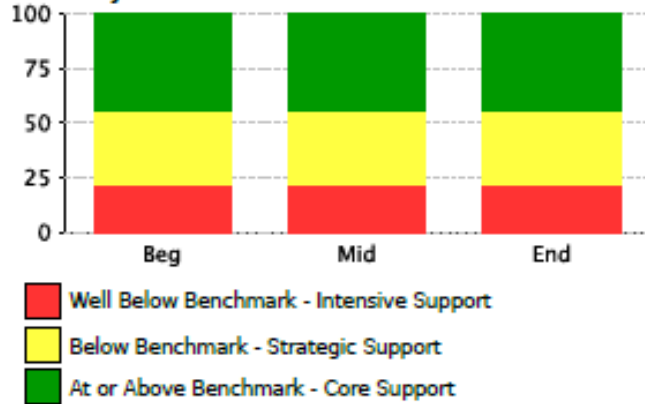


	Beg	Middle	End
At or Above Benchmark	36% 4	50% 6	58% 7
Below Benchmark	36% 4	8% 1	8% 1
Well Below Benchmark	27% 3	42% 5	33% 4
Total # of Students	11	12	12
Avg Score	84	93	94

Third Grade

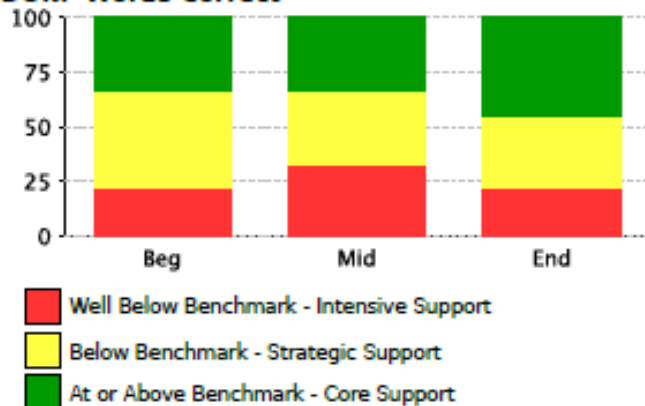
In third grade an additional measure is included, DAZE. DAZE is a comprehension assessment that involves reading a passage in which every seventh word is replaced with a box containing the correct word and two distractors. Just like Nonsense Word Fluency and DORF, the assessment is administered three times a year and each time the targets increase. It is possible for students to make small incremental growth, not keep up with the targets, and over time move down a band or two (i.e. go from Benchmark to Below Benchmark). This is illustrated by the increase in average score that is included at the bottom of each set of results. The DAZE results demonstrated no movement from one band to the next, i.e. the same number of students scored Benchmark, Below Benchmark, and Well Below Benchmark on all three administrations. This pattern was the same for DORF Words Correct and DORF Accuracy. In general, third grade participants did not move from one band to the next.

Daze Adjusted Score



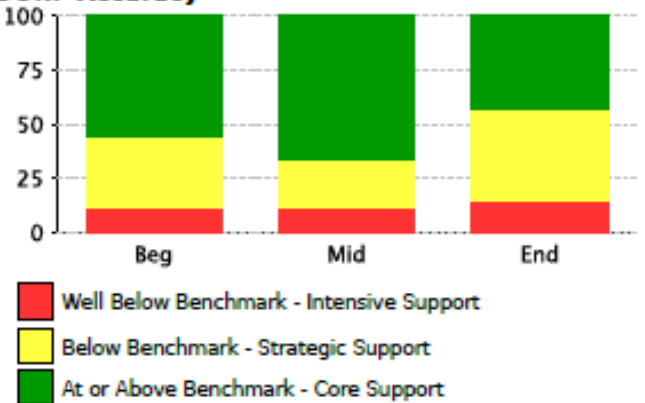
	Beg	Middle	End
At or Above Benchmark	44% 4	44% 4	44% 4
Below Benchmark	33% 3	33% 3	33% 3
Well Below Benchmark	22% 2	22% 2	22% 2
Total # of Students	9	9	9
Avg Score	7	11	18

DORF Words Correct



	Beg	Middle	End
At or Above Benchmark	33% 3	33% 3	44% 4
Below Benchmark	44% 4	33% 3	33% 3
Well Below Benchmark	22% 2	33% 3	22% 2
Total # of Students	9	9	9
Avg Score	66	84	98

DORF Accuracy



	Beg	Middle	End
At or Above Benchmark	56% 5	67% 6	43% 3
Below Benchmark	33% 3	22% 2	43% 3
Well Below Benchmark	11% 1	11% 1	14% 1
Total # of Students	9	9	7
Avg Score	94	96	96

OBSERVATIONS AND CONSIDERATIONS

- ▶ DIBELS Next
- ✓ Overall, a significant number of students remained at the Below Benchmark and Well Below Benchmark levels on all three administrations of all assessments at first and third grades.
- ✓ Limited growth on DIBELS Next has been evident for the last few years.
- ▶ Recommendation
- ✓ Use the information from this analysis to make programmatic changes.

- ✓ Continue to use the Title I program as an intervention before a student is referred to the Student Study Team.
- ✓ Research ways to support students in other content areas besides reading.
- ✓ Continue to explore ways to meet the needs of students who qualify for Title I services.

VISITATION AGREEMENT

This AGREEMENT is hereby entered into between the Los Alamitos Unified School District, hereinafter referred to as "DISTRICT," and Fountain Valley School District hereinafter referred to as "VISITORS."

WHEREAS, DISTRICT is agreeable to allow visitations to our schools sites by other educators for purposes of observation and professional development, now, therefore, the parties agree as follows:

1. The cost of the visitation shall be \$2,000 for a full day or \$1,000 for half a day. If there is a request to meet with specific teachers outside of the classroom which causes a need to hire substitutes, the VISITORS shall pay the full cost of the Substitute. It shall be noted below how many people will be attending from the VISITORS and any need for substitutes:

School Site to be visited: Weaver Elementary Date of Visitation: February 3, 2015 Full Day ___ Half Day X
Number of visitors: 58 Need or number of substitutes needed: Three Half-Day Subs will be needed (3*\$58.59=\$175.77)

2. Term. DISTRICT shall commence providing services under this AGREEMENT on February 3, 2015 and will diligently perform as required and complete performance by February 3, 2015.

3. Compensation. VISITORS agree to pay the DISTRICT pursuant to this AGREEMENT a total fee not to exceed **One Thousand, One Hundred, and Seventy-Five Dollars and Seventy-Seven Cents (\$1,175.77)**. VISITORS shall pay DISTRICT in full within 30 days of the visitation date listed above.

4. Hold Harmless. VISITORS agree to and do hereby indemnify, hold harmless and defend the DISTRICT and its governing board, officers, agents and employees from every claim or demand made and every liability, loss, damage or expense, of any nature whatsoever, which may be incurred by reason of:

- (a) Liability for damages for: (1) death or bodily injury to person; (2) injury to, loss or theft of property; or (3) any other loss, damage or expense arising out of (1) or (2) above, sustained by the VISITORS or any person, firm or corporation employed by the VISITORS, either directly or by independent contract, upon or in connection with the services called for in this AGREEMENT, however caused, except for liability for damages referred to above which result from the sole negligence or willful misconduct of the DISTRICT or its officers, employees or agents.
- (b) Any injury to or death of any persons, including the DISTRICT or its officers, agents and employees, or damage to or loss of any property caused by any act, neglect, default, or omission of the VISITORS, or any person, firm or corporation employed by the VISITORS, either directly or by independent contract, arising out of, or in any way connect with the visit covered by this AGREEMENT, whether said injury or damage occurs either on or off DISTRICT's property, except for liability for damages which result from the sole negligence of willful misconduct of the DISTRICT or its officers, employees or agents.
- (c) Any liability for damages which may arise from the furnishing or use of any copyrighted or non-copyrighted materials or under this AGREEMENT.

5. Governing Law. The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California with venue in Orange County, California. This AGREEMENT is made in and shall be performed in Orange County, California.

THIS AGREEMENT IS ENTERED INTO THIS 29th DAY OF January, 2015.


DISTRICT:

Los Alamitos Unified School District
10293 Bloomfield Street
Los Alamitos, CA 90720

By:  (signature)
Patricia L. Meyer
Deputy Superintendent

Visiting District/Group:

Fountain Valley SD

By:  (signature)
Type Name: Mark Johnson
Title: Superintendent



FOUNTAIN VALLEY SCHOOL DISTRICT

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

Memorandum

TO: Anne Silavs, Assistant Superintendent, Instruction

FROM: Julianne Hoefer, Director, Assessment and Accountability

DATE: January 26, 2015

SUBJECT: **School Accountability Report Cards (SARCs)**

Background

In November 1988, California voters passed Proposition 98, also known as The Classroom Instructional Improvement and Accountability Act. Under the act, all public schools in California are required annually to prepare School Accountability Report Cards (SARCs) and disseminate them to the public. SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals.

Each school site in Fountain Valley School District (FVSD) annually completes a School Accountability Report Card that includes State-mandated information, which is both site-specific and district wide. SARCs and the Local Control Accountability Plan (LCAP) are aligned and make accessible LCAP required information including Conditions of Learning (teachers, textbooks, and facilities), Pupil Outcomes (standardized test scores, Academic Performance Index, and California Physical Fitness Test results), and Engagement (parent involvement and school climate). Additional areas include Program Improvement identification, class size, support staff, expenditures per pupil, and professional development

In the 2014/2015 school year, SARCs were completed for each school site reflecting data from the current and prior school years. Each year SARCs must be posted to District and school websites by February 1. In FVSD, this typically occurs after they are Board approved. However, due to a State delay in the release of the school climate information, the SARCs were posted on the website before they were approved with the statement "pending Board approval." As mandated by the State, the SARCs for Cox, Fulton, Masuda, Plavan, and Tamura were translated into Vietnamese and made available in the same location as the English ones.

Recommendation:

It is recommended that the Board of Trustees approve 10 School Accountability Report Cards.

SO 14-15/B15-33
Fountain Valley School District
Superintendent's Office

MEMORANDUM

TO: Board of Trustees
FROM: Mark Johnson, Superintendent
SUBJECT: **CSBA Policy Services**
DATE: February 13, 2015

Background

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

In order to assist with this effort, CSBA offers Policy Development Workshops (PDW) that will facilitate the review and customization of the CSBA template policies by our district's policy review team through work with one of their policy consultants in the District over 2-3 days. A draft policy manual is generated at this meeting and then word-processed by CSBA and shipped to our Board of Trustees for consideration and adoption. Once adopted, CSBA will provide a final copy of the new policy manual.

In addition, CSBA provides Manual Maintenance of policies through updated policy packets issued three times a year. These packets contain sample policy language that may be modified to reflect local goals, philosophy and practices. CSBA provides word processing of our district-adopted policies and regulations, incorporating any modifications, official adoption dates, and our district name. This service is provided electronically and/or in hard copy.

CSBA also offers Policy Online, the combination of GAMUT Online and Manual Maintenance which includes the posting of our district's policy manual online, allowing our district to provide access to the district's policy manual to parents, students and community members through a "public account".

The Policy Development Workshop is a one-time cost to the district of \$5,400. The District currently uses GAMUT Online for access to sample policies, regulations and bylaws at an annual expense of \$2,625. Adding Manual Maintenance services, or Policy Online, would increase this annual cost to \$5,620.

Recommendation

It is recommended that the Board of Trustees approves the attached contract with CSBA for a Policy Development Workshop. In addition, it is recommended that the Board of Trustees approves ongoing subscription to CSBA's Policy Online services.

It is recommended that the Board of Trustees approves the attached contract with CSBA for a Policy Development Workshop. In addition, it is recommended that the Board of Trustees approves ongoing subscription to CSBA's Policy Online services.

CALIFORNIA SCHOOL BOARDS ASSOCIATION

Policy Services

CSBA TRANSITION AGREEMENT¹

I. CSBA RESPONSIBILITIES

CSBA agrees to produce a policy manual for the FOUNTAIN VALLEY SCHOOL DISTRICT. The following services will be provided as part of the basic cost structure:

- A. Three (3) copies of workbook of approximately eight hundred (800) model policies and regulations which reflect requirements of state and federal law.²
- B. On-site consultation not to exceed three (3) days.
- C. Consultant guidance in selection of optional language (provided in the models referred to in A above) and incorporating district language to best represent the philosophy, goals, objectives and mandates of the district.
- D. Typing, editing, proofreading, and producing one (1) draft of the policy manual developed at the workshop.
- E. Typing and producing one (1) final camera ready copy which contains adoption date(s) and corrections, if adopted within one year of workshop.
- F. CD-Rom containing the manual referred to in E above, or if manual is not adopted within one year of workshop, manual referred to in (D) above.

II. DISTRICT RESPONSIBILITIES

Under the direction of the policy consultant, the district will develop a custom policy manual based on the CSBA developmental services manual and local school district philosophy and operation. To be eligible for this developmental services program the district must be a member in good standing of CSBA.

With CSBA consultant assistance, the district agrees to:

- A. Identify policy statements contained in district documents (and areas where district lacks policies). Edit them for consistent language and compliance with current law.

¹ TRANSITION SERVICE - the process of developing a local policy manual based on the CSBA policy system. With assistance from the Policy Services Consultant, district representatives incorporate selected CSBA policies and local policy-related materials, appropriate to the specific district.

² Cases and laws on which the policies and regulations are based are constantly changing and are frequently subject to more than one interpretation. Technical points of law and similar matters may receive only partial reference or may be omitted altogether for the sake of administrative convenience or for other reasons not appearing on the face of the CSBA policies and regulations. Since subtle variations in facts and underlying circumstances from case to case can produce divergent results under the law, the district is cautioned to seek the advice of its legal counsel when confronted with particular situations as this service is not intended to be a substitute for legal advice.

**CALIFORNIA SCHOOL BOARDS ASSOCIATION
TRANSITION AGREEMENT
PAGE TWO**

- B. Where necessary, revise district policy to conform to current law and collective bargaining agreements.
- C. Review and modify or delete CSBA model policies from the developmental services manual and incorporate district policies when appropriate.
- D. Present draft manual to Board for adoption.

District agrees to provide workshop facility.

III. COST

The CSBA charge is \$5,400 for this Transition Agreement. This fee represents a 50% discount to you as a GAMUT Online subscriber. In addition, district agrees to pay CSBA consultant travel expenses (transportation, lodging, food) and a \$7.00 per page typing fee for inclusion of local material in excess of 50 pages. Signature of a district official on this agreement signifies district's authorization to CSBA to carry out this agreement. Any additional services performed by a CSBA consultant after the workshop will be charged separately at the rate of \$75 per hour.

The full amount of the contract is payable upon completion of the workshop.

IV. COPYRIGHT

All electronic copies created from and including the CD-Rom are for the sole use of the school district and shall not be made available for use outside of the school district.

SIGNATURES FOR:

California School Boards Association

School District Office

Name of Official

Name of Official

Bode Owoyele
Sr. Director, Policy Developmental Services

Title of Official

Date

Date

Please sign both copies of this Agreement. One copy is to be retained by the district and one copy is to be returned to CSBA Policy Services, 3251 Beacon Blvd., West Sacramento, CA 95691.

Fountain Valley School District
BUSINESS SERVICES DIVISION
DFS/14-15 - 78

MEMORANDUM

TO: Christine Fullerton, Assistant Superintendent, Business Services
FROM: Scott R. Martin, Director, Fiscal Services
SUBJECT: **Approval of Vavrinek,Trine, Day & Co.,LLP Contract**
DATE: February 6, 2015

BACKGROUND

Each year the District under goes a financial audit as required by Education Code 41020. Vavrinek,Trine, Day & Co.,LLP (VTD) specializes in the audit of local educational agencies. In addition to being this District's audit firm for the past several years, VTD also audits approximately 18 other Orange County School Districts. VTD has provided guidance and training to this District over the years and has proved to be a valuable resource.

The District's three year contract with VTD ended once the June 30, 2014 audit was completed and filed. According to Government Code Section 53060 the bid process is not required when selecting an audit firm. Attached is a new three year contract with VTD for the fiscal years beginning July1, 2014 and ending June 30, 2017. The fee for these services increases \$500 in year one to \$27,500 and \$500 each year thereafter.

RECOMMENDATION

It is recommended that the Board of Trustees approve the attached contract with Vavrinek,Trine, Day & Co.,LLP and authorize the Superintendent or designee to sign all documents.



Vavrinek, Trine, Day & Co., LLP

Certified Public Accountants

VALUE THE DIFFERENCE

January 21, 2015

Scott Martin
Director of Fiscal Services
Fountain Valley School District
10055 Slater Avenue
Fountain Valley, California 92708

Dear Scott:

Enclosed are three copies of the three-year contract for July 1, 2014 to June 30, 2017, for the Fountain Valley School District.

If the contract meets with your approval, please sign each copy and forward one copy to the County, return one copy to us, and keep the third copy for your files.

If you have any questions, please feel free to contact me.

Yours very truly,

Brian C. Ruff
of VAVRINEK, TRINE, DAY & CO., LLP

BCR/sab

Enclosures

CONTRACT FOR AUDITING

This agreement made and entered into this _____ of January 2015, between the Governing Board of the Fountain Valley School District, of Orange County, State of California hereafter referred to as "District" and VAVRINEK, TRINE, DAY & CO., LLP, Certified Public Accountants, hereafter referred to as "Auditors".

We understand the services we are to provide the District for the years ended June 30, 2015, 2016, and 2017. We will audit the financial statements, including the related notes to the financial statements, which collectively comprise the basic financial statements, financial statements of the District, as of and for the three-year period beginning July 1, 2014 and ending June 30, 2017. Accounting standards generally accepted in the United States provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A) to supplement the District's basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to District's RSI in accordance with auditing standards generally accepted in the United States of America. These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance. The following RSI is required by generally accepted accounting principles and will be subjected to certain limited procedures, but will not be audited:

1. Management's Discussion and Analysis
2. Budgetary Comparison Schedules
3. Schedule of Other Postemployment Benefits (OPEB) Funding Progress

Supplementary information other than RSI, also accompanies District's basic financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America and will provide an opinion on it in relation to the financial statements as a whole:

1. Schedule of Expenditures of Federal Awards.
2. Schedules required by current *Standards and Procedures for Audits of California K-12 Local Educational Agencies*, issued by the Education Audit Appeals Panel.

The following additional information accompanying the basic financial statements will be subjected to the auditing procedures applied in our audit of the financial statement, and our auditor's report will not provide an opinion or any assurance on that other information.

1. Combining Statements – Non-Major Governmental Funds

AUDIT OBJECTIVES

The objective of our audit is the expression of an opinion as to whether your basic financial statements are fairly presented, in all material respects, in conformity with United States generally accepted accounting principles and to report on the fairness of the supplementary information referred to above when considered in relation to the financial statements taken as a whole. The objective also includes reporting on:

- Internal control related to the financial statements and compliance with laws, regulations, and the provisions of contracts or grant agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.

- Internal control related to major programs and an opinion (or disclaimer of opinion) on compliance with laws, regulations, and the provisions of contracts or grant agreements that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*.

The reports on internal control and compliance will each include a paragraph that states that the purpose of the report is solely to describe (1) the scope of testing of internal control over financial reporting and compliance and the result of that testing and not to provide an opinion on the effectiveness of internal control over financial reporting or on compliance, (2) the scope of testing internal control over compliance for major programs and major program compliance and the result of that testing and to provide an opinion on compliance but not to provide an opinion on the effectiveness of internal control over compliance, and (3) that the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering internal control over financial reporting and compliance and OMB Circular A-133 in considering internal control over compliance and major program compliance. The paragraph will also state that the report is not suitable for any other purpose.

Our audit will be conducted in accordance with United States generally accepted auditing standards; the standards outlined in the *Standards and Procedures for Audits of California K-12 Local Educational Agencies* the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of OMB Circular A-133, and will include tests of accounting records, a determination of major program(s) in accordance with Circular A-133, and other procedures we consider necessary to enable us to express such opinions and to render the required reports. If our opinion on the financial statements or the Single Audit compliance opinion is other than unmodified, we will fully discuss the reasons with you in advance. If circumstances occur related to the condition of your records, the availability of sufficient, appropriate audit evidence, or the existence of a significant risk of material misstatement of the financial statements caused by error, fraudulent financial reporting, or misappropriation of assets, which in our professional judgment prevent us from completing the audit or forming an opinion on the financial statements, we retain the right to take any course of action permitted by professional standards, including declining to express an opinion or issue a report, or withdrawing from the engagement.

MANAGEMENT RESPONSIBILITIES

Management is responsible for the basic financial statements, and all accompanying information as well as all representations contained therein. You are responsible for making all management decisions and performing all management functions relating to the financial statements, Schedule of Expenditures of Federal Awards, and related notes and for accepting full responsibility for such decisions. As part of the audit, we will assist with preparation of your financial statements, Schedule of Expenditures of Federal Awards, and related notes. Management is also responsible for identifying government award programs and understanding and complying with the compliance requirements and for preparation of the Schedule of Expenditures of Federal Awards in accordance with the requirements of OMB Circular A-133. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements and the Schedule of Expenditures of Federal Awards and that you have reviewed and approved the financial statements, schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. You agree to assume all management responsibilities for any non-audit services we provide; oversee the services by designating an individual, preferably from senior management, who possesses suitable skill, knowledge, or experience; evaluate the adequacy and results of the services; and accept responsibility for them.

Management is responsible for establishing and maintaining effective internal controls, including internal controls over compliance, and for evaluating and monitoring ongoing activities, to help ensure that appropriate goals and objectives are met and that there is reasonable assurance that government programs are administered in compliance with compliance requirements. You are also responsible for the selection and application of accounting principles; for the fair presentation in the financial statements of the respective financial position of the governmental activities, the business-type activities (if applicable), the aggregate discretely presented component units (if applicable), each major fund, and the aggregate remaining fund information of the District and the respective changes in financial position and, where applicable, cash flows in conformity with U.S. generally accepted accounting principles; and for federal award program compliance with applicable laws and regulations and the provisions of contracts and grant agreements.

Management is responsible for making all financial records and related information available to us and for ensuring that management and financial information is reliable and properly recorded. You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, (2) additional information that we may request for the purpose of the audit, and (3) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence.

Your responsibilities also include, identifying significant vendor relationships in which the vendor has the responsibility for program compliance and for the accuracy and completeness of that information. Management's responsibilities include adjusting the financial statements to correct material misstatements and for confirming to us in the representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud or illegal acts affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud or illegal acts could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the entity complies with applicable laws, regulations, contracts, agreements, and grants. Additionally, as required by OMB Circular A-133, it is management's responsibility to follow up and take corrective action on reported audit findings and to prepare a summary schedule of prior audit findings and a corrective action plan. The summary schedule of prior audit findings should be available for our review during a week prior to the report date.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying for us previous audits or other engagements or studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits or other engagements or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions, and the timing and format related thereto.

AUDIT PROCEDURES - INTERNAL CONTROLS

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. We will plan and perform the audit to obtain reasonable rather than absolute assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity. Because the determination of abuse is subjective, Government Auditing Standards do not expect auditors to provide reasonable assurance of detecting abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is a risk that material misstatements or noncompliance may exist and not be detected by us. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or major programs. However, we will inform you of any material errors and any fraudulent financial reporting or misappropriation of assets that come to our attention. We will also inform you of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential and of any material abuse that comes to our attention. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors are limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and may include tests of the physical existence of inventories, and direct confirmation of receivables and certain other assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will request written representations from your attorneys as part of the engagement, and they may bill you for responding to this inquiry. At the conclusion of our audit, we will require certain written representations from you about the financial statements and related matters.

Our audit will include obtaining an understanding of the entity and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to Government Auditing Standards.

As required by OMB Circular A-133, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to OMB Circular A-133.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weakness. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under professional standards, Government Auditing Standards, and OMB Circular A-133.

AUDIT PROCEDURES - COMPLIANCE

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the District's compliance with applicable laws and regulations and the provisions of contracts and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to Government Auditing Standards.

OMB Circular A-133 requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with applicable laws and regulations and the provisions of contracts and grant agreements applicable to major programs. Our procedures will consist of test of transactions and other applicable procedures described in the OMB Circular A-133 Compliance Supplement for the types of compliance requirements that could have a direct and material effect on each of the District's major programs. The purpose of those procedures will be to express an opinion on the District's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to OMB Circular A-133.

AUDIT ADMINISTRATION AND ACCESS TO WORKPAPERS

We understand that your employees will prepare all cash, accounts receivable, or other confirmations we request and will locate any documents selected by us for testing.

At the conclusion of the engagement, we will complete the appropriate sections of and sign the Data Collection Form that summarizes our audit findings. We will provide the appropriate number of copies of our reports to the District; however, it is management's responsibility to submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditor's reports, and a corrective action plan) along with the Data Collection Form to the designated federal clearinghouse and, if appropriate, to pass-through entities. The Data Collection Form and the reporting package must be submitted within the earlier of 30 days after receipt of the auditor's reports or nine months after the end of the audit period, unless a longer period is agreed to in advance by the cognizant or oversight agency for audits. At the conclusion of the engagement, we will assist management in submitting the reporting packages.

The audit documentation for this engagement is the property of the auditors and constitutes confidential information. However, pursuant to authority given by law or regulation, we may be requested to make certain audit documentation available to the appropriate Cognizant or Oversight Agency for Audit or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of the auditor. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of seven years after the report release or for any additional period requested. If we are aware that a federal or state awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Brian C. Ruff is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them.

AUDIT FEES

Our standard hourly rates vary according to the degree of responsibility involved and the experience level of the personnel assigned to your audit. In accordance with our firm policies, work may be suspended if your account becomes 90 days or more overdue and may not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed even if we have not completed our report. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket costs through the date of termination. The fee listed below is based on anticipated cooperation from your personnel, the assumption that unexpected circumstances will not be encountered during the audit, no significant changes in reporting format and/or audit requirements or significant changes in the operations of the District.

If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs. You may request that we perform additional services not contemplated by this engagement letter. If this occurs, we will communicate with you regarding the scope of the additional services and the estimated fee. We also may issue a separate engagement letter covering the additional services. In the absence of any other written communication from us documenting such additional services, our services will continue to be governed by the terms of this engagement letter.

The maximum annual fee for auditing services under the terms of this contract shall not exceed \$27,500 for the year ending June 30, 2015, \$28,000 for June 30, 2016, and \$28,500 for June 30, 2017, for personal services, with the exception that any additional auditing services provided for (1) any changes in District reporting format, i.e., GASB requirements and/or audit requirements, issued by the Education Audit Appeals Panel, Federal Agencies, American Institute of Certified Public Accountants, or Governmental Accounting Standards Board, (2) any changes in the number of funds or accounts maintained by the District during the period under this contract, and (3) any Federal Program and State Special Projects/compliance issues shall be in addition to the above maximum fee for personal services.

The final installment will represent the 10% withheld amount pursuant to *Education Code* Section 14505 and will be presented for payment upon certification by the Controller that the audit report conforms to the reporting provisions of the Audit Guide. All billings for additional audit fees or services will be billed as these services are provided. In accordance with *Education Code* Section 14505 (b), the District shall withhold fifty percent (50%) of the audit fee for any subsequent year of multi-year contract if the prior year's audit report was not certified as conforming to reporting provisions of the audit guide. This contract shall be null and void if a firm or individual is declared ineligible pursuant to subdivision (c) of Section 41020.5. The withheld amount shall not be payable unless payment is ordered by the State Board of Accountancy or the audit report for that subsequent year is certified by the controller as conforming to reporting provisions of the audit guide.

COMPENSATION

All personal services performed by the Auditors shall be reimbursed at the following hourly rates:

Partner/Principal	\$	190
School Services Consultant		190
Manager		165
Supervisor		140
Senior in Charge		110
Staff Accountant		85
Paraprofessional		70

In addition to such payment for personal services, Auditors shall be reimbursed for such travel as may be necessary, computed at \$ per day for meals and lodging of each person together, with mileage computed at the approved Internal Revenue Service rate per mile.

If a dispute arises among the parties hereto, the parties agree first to try in good faith to settle the dispute by mediation administered by the American Arbitration Association under its Commercial Mediation Rules before resorting to litigation. The costs of any mediation proceedings shall be shared equally by all parties. The District and Auditors both agree that any dispute over fees charged by the accountant to the client will be submitted for resolution by arbitration in accordance with the rules of the American Arbitration Association. Such arbitration will be binding and final. IN AGREEING TO ARBITRATION, WE BOTH ACKNOWLEDGE THAT, IN THE EVENT OF DISPUTE OVER FEES, EACH OF US IS GIVING UP THE RIGHT TO HAVE THE DISPUTE DECIDED IN A COURT OF LAW BEFORE A JUDGE OR JURY AND INSTEAD WE ARE ACCEPTING THE USE OF ARBITRATION FOR RESOLUTION.

ANNUAL REPORT - FORM AND CONTENT, DELIVERY

The form and content of the annual audit shall be in conformity, to the extent practicable, with such form and content as may be prescribed by the State of California under Section 41020 of the Education Code, including the required compliance audit provisions of Circular A-133, *Audits of State of Local Governments*, issued by the U.S. Office of Management and Budget, as issued pursuant to the Single Audit Act Amendments of 1996.

The audit shall be completed and the audit report shall be delivered in accordance with time requirements as specified in the *Standards and Procedures for Audits of California K-12 Local Educational Agencies*, issued by Educational Audit Appeals Panel, unless delayed by circumstances beyond the control of the Auditors. Fifteen (15) bound copies of the audit report may be rendered to the District, in addition to the copies required to be filed with the applicable governmental units. Copies in excess of the contract amount may be billed for an additional fee.

Government Auditing Standards require that we provide you with a copy of our most recent quality control review report. Our peer review report, for the year ended December 2011, accompanies this letter.

We appreciate the opportunity to be of service to Fountain Valley School District and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy, and return it to us. This contract will continue in effect until cancelled by either party.

WORKERS' COMPENSATION

VAVRINEK, TRINE, DAY & CO., LLP is aware of the provisions of Section 3700 of the Labor Code that requires every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code. VAVRINEK, TRINE, DAY & CO., LLP is in compliance with such provisions.

NON LICENSEE OWNERS

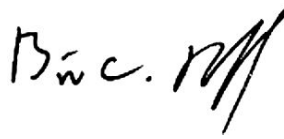
VAVRINEK, TRINE, DAY & CO., LLP has owners that are not licensed as certified public accountants as permitted under Section 5079 of the California Business and Professions Code. It may be anticipated that the non licensee owners will be performing limited audit services for the agency.

GOVERNING BOARD OF
FOUNTAIN VALLEY SCHOOL
DISTRICT

VAVRINEK, TRINE, DAY & CO., LLP

By

By



District

Partner

Federal Identification Number: 95-6001370



Vavrinek, Trine, Day & Co., LLP

Certified Public Accountants

VALUE THE DIFFERENCE

January 21, 2015

Scott Martin
Director of Fiscal Services
Fountain Valley School District
10055 Slater Avenue
Fountain Valley, California 92708

Dear Scott:

The attached quality control review report of Vavrinek, Trine, Day & Co., LLP for the year ended December 31, 2011, is being provided to you in accordance with *Government Auditing Standards*. A new report will be provided to you every three years during the period that we performed audit services for you.

Yours very truly,

A handwritten signature in black ink that reads 'B.C. Ruff'.

Brian C. Ruff
of VAVRINEK, TRINE, DAY & CO., LLP

BCR/sab

Attachment

YANARI WATSON MCGAUGHEY P.C.

DALE M. YANARI (1947-2004) ♦ RANDY S. WATSON ♦ G. LANCE MCGAUGHEY
FINANCIAL CONSULTANTS/CERTIFIED PUBLIC ACCOUNTANTS

System Review Report

May 25, 2012

To the Partners of
Vavrinek, Trine, Day & Co., LLP
and the National Peer Review Committee

We have reviewed the system of quality control for the accounting and auditing practice of Vavrinek, Trine, Day & Co., LLP (the firm) applicable to non-SEC issuers in effect for the year ended December 31, 2011. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants. The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance therewith based on our review. The nature, objectives, scope, limitations of, and the procedures performed in a System Review are described in the standards at www.aicpa.org/prsummary.

As required by the standards, engagements selected for review included engagements performed under *Government Auditing Standards* and audits of employee benefit plans.

In our opinion, the system of quality control for the accounting and auditing practice of Vavrinek, Trine, Day & Co., LLP applicable to non-SEC issuers in effect for the year ended December 31, 2011, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency(ies)* or *fail*. Vavrinek, Trine, Day & Co., LLP has received a peer review rating of *pass*.

Yanari Watson McGaughey P.C.

Yanari Watson McGaughey P.C.

Fountain Valley School District
BUSINESS SERVICES DIVISION
DFS/14-15 - 79

M E M O R A N D U M

TO: Christine Fullerton, Assistant Superintendent, Business Services
FROM: Scott R. Martin, Director, Fiscal Services
SUBJECT: **Sale of Personal Property**
DATE: February 6, 2015

BACKGROUND

The District's technology department has taken 86 Apple desktop computers out of service. These devices are primarily 2007 models considered obsolete for District purposes and without significant value. The computers have been replaced with a newer model. While these computers no longer meet the needs of the District, there may be members of the community who are interested in purchasing these devices.

Under Education Code 17545 personal property belonging to the District may be sold for cash. Prior to the sale, notice must be posted in at least three public places within the District for a minimum of two weeks or be published in a local publication at least once a week for two weeks. A public auction shall then occur with the property going to the highest responsible bidder.

Due to the number of computers available, the District plans to separate this inventory into individual and group lots. Public auctions will then be held continuously until either the entire inventory has been sold or no further bids are submitted.

RECOMMENDATION

It is recommended that the Board of Trustees approve the sale of 86 Apple desktop computers, and authorize the Superintendent or designee to sign all documents.

Fountain Valley School District Computers Removed From Service

Asset Tag	Description	school	fname	last name	room
F2014171	Apple Desktop	GIS	lindsay	blackett	24
F2014741	Apple Desktop	TAM	Kristin	Monsoor	9
F2014584	Apple Desktop	GIS	marilyn	blankenship	1
F2014580	Apple Desktop	GIS	Krista	Nilsen	18
F2014577	Apple Desktop	GIS	Marion	Benson	23
F2014530	Apple Desktop	NEW	Terry	johhmston	14
F2014480	Apple Desktop	GIS	Tricia	Ofner	9
F2014366	Apple Desktop	NEW	Kim	Knotts	4
F2015799	Apple Desktop	FUL	Connie	Yu	19
F2014528	Apple Desktop	NEW	kImberly	costigan	11
F2014524	Apple Desktop	NEW	evelyn	mcloughlin	6
F2014564	Apple Desktop	FUL	Renee	patrierca	5
F2014724	Apple Desktop	FUL	jennifer	Jareb	11
F2014719	Apple Desktop	OKA	Dana	licardo	
F2014499	Apple Desktop	OKA	michelle	mcdaniel	
F2014160	Apple Desktop				
F2014525	Apple Desktop				
F2014533	Apple Desktop				
F2015719	Apple Desktop	FUL	jennifer	Rehling	33
F2014700	Apple Desktop	GIS	Joanna	Knobel	12
F2014716	Apple Desktop	GIS	tiffany	Laird	26
F2014465	Apple Desktop	TAM	Mary	Sutton	15
F2014468	Apple Desktop	TAM	Steven	sakelios	25
F2014464	Apple Desktop	TAM	Heather	Lopez	2
F2014462	Apple Desktop				
F2014586	Apple Desktop	GIS	Allison	Vamvas	13
F2014553	Apple Desktop	OKA	brandon	plummer	
F2014131	Apple Desktop	OKA	Heather	Hopkins	
	Apple Desktop	NEW	elizabeth	Clasen	20
	Apple Desktop	FUL	goloman	Katz	
F2014578	Apple Desktop	GIS	Anne	Rogers	22
F2014156	Apple Desktop	GIS	Kelly	Correa	2
F2014587	Apple Desktop	GIS	Julie	Breiter	4
F2014872	Apple Desktop	GIS	kathleen	Dillon	15
F2014749	Apple Desktop				
F2014154	Apple Desktop	GIS	Jeanne	Finley	17
F2014561	Apple Desktop	OKA	Jeanie	moussazahab	
F2014506	Apple Desktop				
F2014132	Apple Desktop				
F2014739	Apple Desktop				
F2014748	Apple Desktop	pla	jessica	craig	
F2014562	Apple Desktop	OKA	Jill	Doyle	
F2014538	Apple Desktop	pla	Cheryl	panzella	
F2014534	Apple Desktop	PLA	Autumn	Burza	1
	Apple Desktop	PLA	Kristi	manthorne	6
F2015597	Apple Desktop	PLA	jeanette	knutsen	9
F2014170	Apple Desktop	TAM	Laurel	Kellogg	22

F2014523	Apple Desktop NEW	Monica	christenson	12
	Apple Desktop OKA	Cynthia	Harrell	
F2014174	Apple Desktop TAM	Daryl	Osborne	23
F2014167	Apple Desktop TAM	Susan	hakness	21
F2014467	Apple Desktop TAM	patricia	pitaccio	4
F2014726	Apple Desktop TAM	Joleen	solotzano	8
F2015292	Apple Desktop FUL	Sam	Wesley	12
F2014500	Apple Desktop			
F2014484	Apple Desktop			
F2014585	Apple Desktop GIS	Carissa	Nunn	5
F2014589	Apple Desktop GIS	stephanie	Rigdon	11
F2014715	Apple Desktop GIS	michelle	gonzalez	8
F2014579	Apple Desktop GIS	timothy	Adams	25
F2014601	Apple Desktop OKA	Mary	Jimenez	
F2014571	Apple Desktop			
F2014542	Apple Desktop			
F2014527	Apple Desktop NEW	Amanda	kithahara	10
F2014172	Apple Desktop TAM	michelle	Mc Hale	26
F2014187	Apple Desktop TAM	Martha	anderson	1
F2015265	Apple Desktop OKA	Diane	Rassey	
F2015760	Apple Desktop pla	debra	Keefer	4
F2014570	Apple Desktop			
F2014747	Apple Desktop FUL	elizabeth	hogrebe	9
F2014165	Apple Desktop ful	britanya	hughes	8
F2014545	Apple Desktop FUL	Ethel	parsona	15
F2015764	Apple Desktop ful	julie	walicog	10
F2014526	Apple Desktop NEW	Cynthia	Plummer	8
F2014735	Apple Desktop PLA	Andrea	Benson	12
F2014531	Apple Desktop PLA	Amelia	Terich	21
F2014274	Apple Desktop NEW	Joyce	Buehler	2
F2014161	Apple Desktop TAM	Jessica	Boktor	10
F2014463	Apple Desktop TAM	philip	Lopez	13
F2014466	Apple Desktop TAM	Cheryl	Peat	24
F2014717	Apple Desktop			
F2014367	Apple Desktop PLA	Lindsey	moolhart	9
F2014368	Apple Desktop TAM	michelle	Carr	5
F2014535	Apple Desktop			
F2014740	Apple Desktop PLA	rebecca	De Julio	13
	Apple Desktop PLA	kelly	ruttar	20



FOUNTAIN VALLEY SCHOOL DISTRICT
Curriculum/Instruction

MEMORANDUM

TO: Mark Johnson, Superintendent
FROM: Anne Silavs, Assistant Superintendent, Instruction
SUBJECT: *ORANGE COUNTY DEPARTMENT OF EDUCATION AGREEMENT #41401
MATHEMATICS PROFESSIONAL DEVELOPMENT IN COGNITIVELY
GUIDED INSTRUCTION, GRADES K-2*
DATE: February 10, 2015

BACKGROUND INFORMATION:

In the Fall of 2014, the Cotsen Foundation awarded teacher Lara Epling a \$16,000 grant to support a Professional Learning Community for K-2 teachers focused on Cognitively Guided Instruction (CGI). The grant provided for the participation of up to 35 Fountain Valley School District teachers at Courreges, Cox, Newland, and Tamura. However, in an effort to support the use of CGI on a larger scale, the opportunity was also made available to interested K-2 teachers at Gisler, Oka, and Plavan. In total, 49 primary level teachers are participating in the CGI Professional Learning Community, which involves a variety of activities including two one-day professional development overviews of CGI provided by the Orange County Department of Education.

All expenses associated with the training, including contracts and substitute costs, will be covered using the Cotsen grant and mandated cost reimbursement funds that have been earmarked for Common Core related professional development.

RECOMMENDATION:

It is recommended that the Board of Trustees approve Agreement #41401 with the Orange County Department of Education for mathematics professional development in Cognitively Guided Instruction for kindergarten through second grade teachers.

FOUNTAIN VALLEY SCHOOL DISTRICT
INCOME AGREEMENT

This AGREEMENT is hereby entered into this 1st day of July 2014, by and between the Orange County Superintendent of Schools, 200 Kalmus Drive, Costa Mesa, California 92626, hereinafter referred to as SUPERINTENDENT, and the Fountain Valley School District, 10055 Slater Avenue, Fountain Valley, California 92708, hereinafter referred to as DISTRICT. SUPERINTENDENT and DISTRICT shall be collectively referred to as the Parties.

WHEREAS, DISTRICT is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters, if such persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, DISTRICT is in need of such special services and advice; and

WHEREAS, SUPERINTENDENT is specially trained and experienced and competent to perform the special services required by the SUPERINTENDENT, and such services are needed on a limited basis;

NOW, THEREFORE, the Parties hereby agree as follows:

1.0 SCOPE OF WORK. DISTRICT hereby engages SUPERINTENDENT as an independent contractor to perform the following described work and SUPERINTENDENT hereby agrees to perform said work upon the terms and conditions hereinafter set forth. Specifically, SUPERINTENDENT shall provide professional development training as described in the

1 "Proposed Mathematics Professional Development", dated December 22,
2 2014, which is attached hereto as Exhibit "A" and incorporated
3 herein by reference for Instructional Services Program.

4 2.0 TERM. This AGREEMENT shall commence on July 1, 2014 and end on
5 June 30, 2015, subject to termination set forth in this AGREEMENT.

6 3.0 PAYMENT. DISTRICT agrees to pay SUPERINTENDENT for services
7 satisfactory rendered pursuant to Section 1.0 of this AGREEMENT the
8 sum of One thousand two hundred dollars (\$1,200.00). Payment shall
9 be made at the rate of Six hundred dollars (\$600.00) per day for two
10 (2) days. Payment shall be mailed to: Orange County Superintendent
11 of Schools, 200 Kalmus Drive, Costa Mesa, California 92626-9050,
12 Attention: Accounting Manager, or at such other place as
13 SUPERINTENDENT may designate in writing.

14 4.0 INDEPENDENT CONTRACTOR. SUPERINTENDENT, in the performance of
15 this AGREEMENT, shall be and act as an independent contractor.
16 SUPERINTENDENT understands and agrees that he/she and all of his/her
17 employees shall not be considered officers, employees or agents of
18 the DISTRICT, and are not entitled to benefits of any kind or nature
19 normally provided employees of the DISTRICT and/or to which
20 DISTRICT'S employees are normally entitled, including, but not
21 limited to, State Unemployment Compensation or Workers'
22 Compensation. SUPERINTENDENT assumes the full responsibility for the
23 acts and/or omissions of his/her employees or agents as they relate
24 to the services to be provided under this AGREEMENT. SUPERINTENDENT
25 shall assume full responsibility for payment of all federal, state
and local taxes or contributions, including unemployment insurance,

1 social security and income taxes with respect to SUPERINTENDENT'S
2 employees.

3 5.0 ASSIGNMENT. The obligations of the SUPERINTENDENT pursuant to
4 this AGREEMENT shall not be assigned by the SUPERINTENDENT without
5 prior written approval of DISTRICT.

6 6.0 TOBACCO USE POLICY. In the interest of public health, the
7 SUPERINTENDENT provides a tobacco-free environment. Smoking or the
8 use of any tobacco products are prohibited in buildings and
9 vehicles, and on any property owned, leased or contracted for by the
10 SUPERINTENDENT pursuant to SUPERINTENDENT Policy 400.15. Failure to
11 abide with conditions of this policy could result in the termination
12 of this AGREEMENT.

13 7.0 NON-DISCRIMINATION. SUPERINTENDENT and DISTRICT agree that
14 they will not engage in unlawful discrimination in employment of
15 persons because of race, color, religious creed, national origin,
16 ancestry, physical handicap, medical condition, marital status, or
17 sex of such persons.

18 8.0 HOLD HARMLESS.

19 A. SUPERINTENDENT hereby agrees to indemnify, defend, and
20 hold harmless DISTRICT, its Governing Board, and its officers,
21 agents, and employees from liability and claims of liability for
22 bodily injury, personal injury, sickness, disease, or death of any
23 person or persons, or damage to any property, real, personal,
24 tangible or intangible, arising out of the negligent acts or
25 omissions of employees, agents or officers of SUPERINTENDENT or the

1 Orange County Board of Education during the period of this
2 AGREEMENT.

3 B. DISTRICT hereby agrees to indemnify, defend, and hold
4 harmless SUPERINTENDENT, the Orange County Board of Education, and
5 its officers, agents, and employees from liability and claims of
6 liability for bodily injury, personal injury, sickness, disease, or
7 death of any person or persons, or damage to any property, real,
8 personal, tangible or intangible, arising out of the negligent acts
9 or omissions of employees, agents or officers of DISTRICT or the
10 Orange County Board of Education during the period of this
11 AGREEMENT.

12 9.0 TERMINATION. Either party may terminate this AGREEMENT with or
13 without reason with the giving of thirty (30) days written notice to
14 the other party. DISTRICT shall compensate SUPERINTENDENT only for
15 services satisfactorily rendered to the date of termination.
16 Written notice by DISTRICT shall be sufficient to stop further
17 performance of services by SUPERINTENDENT. Notice shall be deemed
18 given when received by the SUPERINTENDENT or DISTRICT or no later
19 than three (3) days after the day of mailing, whichever is sooner.

20 10.0 NOTICE. All notices or demands to be given under this
21 AGREEMENT by either party to the other, shall be in writing and
22 given either by: (a) personal service or (b) by U.S. Mail, mailed
23 either by registered or certified mail, return receipt requested,
24 with postage prepaid. Service shall be considered given when
25 received if personally served or if mailed on the third day after
deposit in any U.S. Post Office. The address to which notices or

1 demands may be given by either party may be changed by written
2 notice given in accordance with the notice provisions of this
3 section. At the date of this AGREEMENT, the addresses of the parties
4 are as follows:

5 DISTRICT: Fountain Valley School District
6 10055 Slater Avenue
7 Fountain Valley, California 92708
8 Attn: _____

9 SUPERINTENDENT: Orange County Superintendent of Schools
10 200 Kalmus Drive
11 P.O. Box 9050
12 Costa Mesa, California 92628-9050
13 Attn: Patricia McCaughey

14 11.0 NON WAIVER. The failure of SUPERINTENDENT or DISTRICT to seek
15 redress for violation of, or to insist upon, the strict performance
16 of any term or condition of this AGREEMENT, shall not be deemed a
17 waiver by that party of such term or condition, or prevent a
18 subsequent similar act from again constituting a violation of such
19 term or condition.

20 12.0 SEVERABILITY. If any term, condition or provision of this
21 AGREEMENT is held by a court of competent jurisdiction to be
22 invalid, void, or unenforceable, the remaining provisions will
23 nevertheless continue in full force and effect, and shall not be
24 affected, impaired or invalidated in any way.

25 13.0 GOVERNING LAW. The terms and conditions of this AGREEMENT
shall be governed by the laws of the State of California with venue
in Orange County, California.

14.0 ENTIRE AGREEMENT/AMENDMENT. This AGREEMENT and any exhibits
attached hereto constitute the entire AGREEMENT among the Parties to
it and supersedes any prior or contemporaneous understanding or

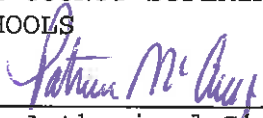
1 AGREEMENT with respect to the services contemplated, and may be
2 amended only by a written amendment executed by both Parties to the
3 AGREEMENT.

4 IN WITNESS WHEREOF, the Parties hereto set their hands.

5 DISTRICT: FOUNTAIN VALLEY SCHOOL
6 DISTRICT

ORANGE COUNTY SUPERINTENDENT
OF SCHOOLS

7 BY: _____
8 Authorized Signature

BY: 
9 Authorized Signature

10 PRINTED NAME: _____

PRINTED NAME: Patricia McCaughey

11 TITLE: _____

TITLE: Coordinator

12 DATE: _____

DATE: January 13, 2015

13
14
15 FVSD-Income (41401) 15
ZIP12



**Orange County Department of Education
Instructional Services**

**ORANGE COUNTY
DEPARTMENT
OF EDUCATION**
200 KALMUS DRIVE
P.O. BOX 9050
COSTA MESA, CA
92628-9050

(714) 966-4000
FAX (714) 432-1916
www.ocde.us

AL DELJARES, Ph.D.
County Superintendent
of Schools

TO: Anne Silavs
Assistant Superintendent
Fountain Valley School District

FROM: Nick Johnson
Instructional Services
714-966-4114
ncjohnson@ocde.us

DATE: December 22, 2014

SUBJECT: Proposed Mathematics Professional Development:
Cognitively Guided Instruction (grades K-2)

The purpose of this memo is to outline proposed services for the **Fountain Valley School District** to develop leadership capacity in *Cognitively Guided Instruction (CGI)* mathematics professional development.

WHO: OCDE Mathematics Team will provide:

- Two 1-day overviews of **Cognitively Guided Instruction (CGI)**

WHEN: Group 1 - February 24, 2015
Group 2 - March 3, 2015

**Full-day professional development sessions, 8:00-3:00.*

**ORANGE COUNTY
BOARD OF EDUCATION**

JOHN W. BEDELL, PH.D.

DAVID L. BOYD

ROBERT M. HAMMOND

LINDA LINDHOLM

KEN L. WILLIAMS, D.O.

WHAT:

Cognitively Guided Instruction (CGI) is an approach to teaching mathematics that values and builds upon children's natural problem-solving strategies. Research in CGI has consistently shown that the more teachers know and understand about children's mathematical thinking, the greater student learning (Carpenter et al., 2000). Professional development in CGI is linked to achievement gains for students with disabilities, socioeconomically disadvantaged, and English Learner student populations (Behrend, 2003; Empson, 2003; Jacobs et al., 2007; Villaseñor & Kepner, 1993) In CGI professional development, teachers explore frameworks for problem types and solution strategies, examine the algebraic principles that underpin elementary arithmetic, and extend these ideas into fraction and decimal concepts (Empson & Levi, 2011). CGI is central to the research base of the *Common Core State Standards for Mathematics*, and supports teachers as they transition and answer the call to teach mathematics with understanding.

COST:

Flat fee of \$600 per day to recover costs of program design, facilitators, printing, and support staff assistance, for a maximum of 30 participants per session.

Two 1-day CGI overview workshops: \$1,200

The district may wish to provide Children's Mathematics: Cognitively Guided Instruction (2nd Edition) for participants. FVSD will provide a training location and materials for each day of professional development.

When this proposal is accepted, OCDE will draw up a contract for services.

2014/2015

WEST ORANGE COUNTY CONSORTIUM FOR SPECIAL EDUCATION

CONFIDENTIAL MEMO

To: FVSD Board Members
From: Patrick J Middleton, Fiscal/MIS Manager
West Orange County Consortium for Special Education
Date: February 03, 2015
Subject: **Non-Public Agency Contract Addendums**

Board Meeting Date: February 19, 2015

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
800910-2839	Cornerstone Therapies	3,400.00	July 01, 2014 to June 30, 2015

Approved by the FVSD Board of Trustees
February 19, 2015

Mark Johnson, Ed.D.
Superintendent

2014/2015

HBUHSD Contract No. 2839
Please refer to this number on correspondence, invoices, etc.

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

This ADDENDUM to the SERVICE CONTRACT is made and entered into this 19th of February, 2015 between the Fountain Valley School District, County of Orange and Cornerstone Therapies for (Local Education Agency) (Nonpublic School or Agency)
800910-2839 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 - 2014-07-01 to 2015-06-30

SERVICES AS PROVIDED IN ORIGINAL CONTRACT	Provider Type	Per Session Total	Cost Per Session	Maximum No. Sessions	Total Original Cost
1. Physical Therapy - Consultation (2x60min/yr)	NPA	60 Minutes	100.00	2.00	200.00
TOTAL ORIGINAL CONTRACT COST					200.00

ADDENDUM CONTRACT - July 01, 2014 to June 30, 2015

SERVICES ADDED BY THIS ADDENDUM	Provider Type	Per Session Total	Cost Per Session	Maximum No. Sessions	Total Addendum Cost
2. Physical Therapy - Clinic (1x60min/wk)	NPA	60 Minutes	85.00	40.00	3,400.00
TOTAL ADDENDUM CONTRACT COST					3,400.00

AMENDED CONTRACT

SERVICES AS PROVIDED IN AMENDED CONTRACT	Provider Type	Per Session Total	Cost Per Session	Maximum No. Sessions	Total Amended Cost
1. Physical Therapy - Consultation (2x60min/yr)	NPA	60 Minutes	100.00	2.00	200.00
2. Physical Therapy - Clinic (1x60min/wk)	NPA	60 Minutes	85.00	40.00	3,400.00
TOTAL AMENDED CONTRACT COST					3,600.00

This AMENDED Service shall begin on July 01, 2014 and shall terminate at 5:00 p.m. on June 30, 2015 unless sooner terminated as provided herein.

-CONTRACTOR-

-DISTRICT-

Cornerstone Therapies
(Name of Nonpublic School/Agency)

Fountain Valley School District
(Name of School District)

(Contracting Officer's Signature) Date

(Signature)

(Type Name and Title)

Mark Johnson, Ed.D.
(Type Name of Superintendent) Date

2014/2015

WEST ORANGE COUNTY CONSORTIUM FOR SPECIAL EDUCATION

CONFIDENTIAL MEMO

To: FVSD Board Members
From: Patrick J Middleton, Fiscal/MIS Manager
West Orange County Consortium for Special Education
Date: February 03, 2015
Subject: **Non-Public Agency Contracts**

Board Meeting Date: February 19, 2015

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
1129810-3196	Cornerstone Therapies	300.00	July 01, 2014 to June 30, 2015
1043292-3197	Cornerstone Therapies	960.00	December 10, 2014 to July 30, 2015

Approved by the FVSD Board of Trustees
February 19, 2015

Mark Johnson, Ed.D.
Superintendent

INDIVIDUAL SERVICE AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
 (Education Code 56365 et seq.)

All terms and conditions of the current Master Contract for Nonpublic, Nonsectarian School Agency (NPS/NPA), hereinafter referred to as the Master Contract, previously executed by the parties hereto, are incorporated herein by reference. The CONTRACTOR will implement the Individualized Education Program (IEP), and will request an IEP review prior to any change in the service program.

Date: 02-03-15 Local Education Agency: Fountain Valley School District

Nonpublic School/Agency: Cornerstone Therapies

Pupil Name: 1129810-3196 DOB _____
 Last, First Middle :

Address: _____
 Street

Sex: _____ Grade: _____ Residential Setting (Indicate Home, Foster, JCS or LCI): Home
 (K - 8 or 9 - 12) If LCI, indicate number:

Parent/Guardian: _____ Home Phn: _____ Cell Phn: _____
 Address: _____
 Street City Zip

CONTRACT TERMS:

1. The pupil's teacher/service provider will hold the following credential/license: Licensed Speech Pathologist, Licensed Physical Therapist, Occupational Therapist
2. The class size for the pupil will not exceed N/A, and/or therapist/pupil ratio will be 1:1
3. The length of the instructional program will be N/A per day, Monday through Friday. (Nonpublic school only)
4. AUTHORIZED educational services as specified in the IEP shall be provided by the CONTRACTOR up to the amount specified.

A. BASIC EDUCATION PROGRAM (Applies to nonpublic schools only):

Number of days x Per Diem TOTAL BASIC EDUCATION COSTS

B. DESIGNATED INSTRUCTION AND SERVICES/RELATED SERVICES:

SERVICES	Provider Type	Per Session Total	Cost Per Session	Maximum No. Sessions	Maximum Total Cost for Contracted Period
1. Physical Therapy - Consultation	NPA	60.00 Minutes	100.00	3.00	300.00
3x60min/yr					

Maximum Total Related Services Costs (B) 300.00

Maximum Total Basic Education and Related Services Costs (A + B) _____

Maximum Per Diem for Basic Education

Please refer to this number on correspondence, invoices, etc.

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Other Provisions (attachments as necessary): _____

The parties hereto have executed this contract by and through their duly authorized agents or representatives.

This contract is effective on: July 01, 2014
and terminates on 5:00 p.m. on: June 30, 2015
unless sooner terminated as provided herein.

-CONTRACTOR-

-DISTRICT-

Cornerstone Therapies
(Name of Nonpublic School/Agency)

Fountain Valley School District
(Name of School District)

(Contracting Officer's Signature) Date

(Signature) Date

(Type Name and Title)

Mark Johnson, Ed.D.
(Type Name of Superintendent)

18700 Beach Blvd., Suite 120, Huntington Beach, CA 92648
(Address)

714-962-6760 714-962-5961
(Telephone Number) (FAX Number)

33-0921156
(Federal I.D. or Social Security Number)

APPROVED BY THE GOVERNING BOARD ON _____

Please refer to this number on correspondence, invoices, etc.

INDIVIDUAL SERVICE AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
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Date: 02-03-15 Local Education Agency: Fountain Valley School District

Nonpublic School/Agency: Cornerstone Therapies

Pupil Name: 1043292-3197 DOB _____
Last, First Middle :

Address: _____
Street

Sex: _____ Grade: _____ Residential Setting (Indicate Home, Foster, JCS or LCI): Home
(K - 8 or 9 - 12) If LCI, indicate number:

Parent/Guardian: _____ Home Phn: _____ Cell Phn: _____
Address: _____
Street City Zip

CONTRACT TERMS:

- The pupil's teacher/service provider will hold the following credential/license: Licensed Speech Pathologist, Licensed Physical Therapist, Occupational Therapist
- The class size for the pupil will not exceed N/A, and/or therapist/pupil ratio will be 1:1
- The length of the instructional program will be N/A per day, Monday through Friday. (Nonpublic school only)
- AUTHORIZED educational services as specified in the IEP shall be provided by the CONTRACTOR up to the amount specified.

A. BASIC EDUCATION PROGRAM (Applies to nonpublic schools only):

Number of days x Per Diem TOTAL BASIC EDUCATION COSTS

B. DESIGNATED INSTRUCTION AND SERVICES/RELATED SERVICES:

SERVICES	Provider Type	Per Session Total	Cost Per Session	Maximum No. Sessions	Maximum Total Cost for Contracted Period
1. Assessments/Testing/Evaluations (RATE	NPA	60.00 Minutes	225.00	2.00	450.00
PT Eval					
2. Assessments/Testing/Evaluations (RATE	NPA	60.00 Minutes	85.00	6.00	510.00
PT Eval					

Maximum Total Related Services Costs (B) 960.00

Maximum Total Basic Education and Related Services Costs (A + B) _____

Maximum Per Diem for Basic Education

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Other Provisions (attachments as necessary): _____

The parties hereto have executed this contract by and through their duly authorized agents or representatives.

This contract is effective on: December 10, 2014
and terminates on 5:00 p.m. on: July 30, 2015
unless sooner terminated as provided herein.

-CONTRACTOR-

-DISTRICT-

Cornerstone Therapies
(Name of Nonpublic School/Agency)

Fountain Valley School District
(Name of School District)

(Contracting Officer's Signature) Date

(Signature) Date

(Type Name and Title)

Mark Johnson, Ed.D.
(Type Name of Superintendent)

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714-962-6760 714-962-5961
(Telephone Number) (FAX Number)

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(Federal I.D. or Social Security Number)

APPROVED BY THE GOVERNING BOARD ON _____