



Santee School District

SCHOOLS:

- Cajon Park
- Carlton Hills
- Carlton Oaks
- Chet F. Harritt STEAM
- Hill Creek
- Pepper Drive
- PRIDE Academy
at Prospect Avenue
- Rio Seco
- Sycamore Canyon
- Alternative
- Success Program

Douglas E. Giles
 Educational Resource Center
 9619 Cuyamaca Street
 Santee, California

**BOARD OF EDUCATION
 REGULAR MEETING
 AGENDA
 November 5, 2019**

District Mission

Providing an extraordinary education in an inspiring environment with caring people

	<u>Page #:</u>
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1. Call to Order and Welcome	
2. District Mission	
3. Pledge of Allegiance	
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1. Superintendent's Report	
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<i>During this time, citizens are invited to address the Board of Education about any item not on the agenda. Request-to-speak cards should be submitted in advance. The Board may not take action on any item presented. The Board has a policy limiting any speaker to five minutes. Meetings are recorded.</i>	
D. CONSENT ITEMS	13
<i>Items listed under Consent are considered to be routine and are acted on by the Board with a single motion. There is no discussion of these items prior to the Board vote unless a member of the Board, staff, or public requests specific items be considered separately. Request to speak cards should be submitted in advance.</i>	
Superintendent	
1.1. <u>Approval of Minutes</u>	14
<i>It is recommended that the Board of Education approve meeting minutes with any necessary modifications.</i>	

BOARD OF EDUCATION · Dustin Burns, Dianne El-Hajj, Ken Fox, Elana Levens-Craig, Barbara Ryan
 DISTRICT SUPERINTENDENT · Kristin Baranski, Ed.D.

9625 Cuyamaca Street · Santee, California 92071-2674 · (619) 258-2300 · www.santeesd.net

Business Services

- 2.1. Approval/Ratification of Travel Requests** 26
It is recommended that the Board of Education ratify the authorization granted to personnel requesting out-of-district travel as listed in the item.
- 2.2. Approval/Ratification of Revolving Cash Report** 28
It is recommended that the Board of Education approve/ratify revolving cash checks as listed.
- 2.3. Acceptance of Donations, Grants, and Bequests** 30
It is recommended that the Board of Education accept donations, grants, and/or bequests listed in the item and authorize letters of appreciation to be sent on behalf of the Board.
- 2.4. Approval/Ratification of General Services Agreements** 31
It is recommended that the Board of Education approve/ratify agreements with General Service Providers as presented.
- 2.5. Approval of Agreements for Mileage Reimbursement In Lieu of District Transportation** 32
It is recommended that the Board of Education approve/ratify the Parent/Guardian agreements for mileage reimbursement in lieu of District transportation.
- 2.6. Approval/Ratification of Expenditure Transactions Charged to District Issued Purchasing Cards (P-Cards)** 33
It is recommended that the Board of Education approve/ratify expenditure transactions charged to District P-Cards for the month of September 2019.
- 2.7. Approval to Submit Application for PL 81-874 and Designation of Authorized Representative** 39
It is recommended that the Board of Education approve filing the application for PL 81-874 Federal Impact Aid funds for fiscal year 2019-20 and name Karl Christensen, Assistant Superintendent of Business Services, as the authorized District representative.
- 2.8. Adoption of Resolution No. 1920- 09 of the Board of Education Acknowledging the District's Application to the State Facilities Program is Beyond Bond Authority** 40
It is recommended that the Board of Education adopt Resolution No. 1920-09 acknowledging the District's application to the State Facilities Program is beyond bond authority.
- 2.9. Acceptance of Final Pricing and Costs of Issuance for the Sale of Series 2018A General Obligation Bonds** 43
It is recommended that the Board of Education accept the final pricing and costs of issuance for the sale of Series 2018A General Obligation Bonds.

Educational Services

- 3.1. Approval of Panorama Education Survey** 46
It is recommended that the Board of Education approve the purchase of the Panorama Education Surveys.

Human Resource/Pupil Services

- 4.1. Personnel, Regular** 47
It is recommended that the Board of Education approve the listed personnel appointments, change of status, leave requests, resignations, and dismissals.
- 4.2. Approval of Short Term Positions** 51
It is recommended that the Board of Education approve the short-term positions.

- 4.3. Approval of Internship Contract Agreement with Brandman University** 52
It is recommended that the Board of Education approve the internship contract agreement with Brandman University.
- 4.4. Adoption of Resolution Authorizing Teacher Services – Education Code Sections 44256(b), 44258.2, and 44263** 72
It is recommended that the Board of Education adopt the resolution authorizing the teacher assignment under Education Code sections 44256(b), 44258.2, and 44263.
- 4.5. Acceptance of Report on Certificated Credentials and Assignments** 74
It is recommended that the Board of Education accept this annual report of certificated credentials and assignments.
- 4.6. Approval of Consultant Agreements for Arts Attack Coordinators** 77
It is recommended that the Board of Education approve the consultant agreements for arts attack coordinators.

E. DISCUSSION AND/OR ACTION ITEMS 78
Members of the audience wishing to address the Board about any of the following items should submit a request to speak card in advance.

Superintendent

- 1.1. Board's Legislative Goals for 2020** 79
Proposed Board Legislative goals for 2020 will be presented for Board consideration. Action is at the discretion of the Board of Education.
- 1.2. California School Boards Association (CSBA) Delegate Assembly Call for Nominations** 72
Nominations are at the discretion of the Board of Education.
- 1.3. Santee School Foundation Innovative Grants** 73
It is recommended that the Board of Education accept the donation of \$19,411 for innovative grants.

Business Services

- 2.1. Approval of Monthly Financial Report** 84
It is recommended that the Board approve the Monthly Financial Report as presented.
- 2.2. Imminent Facility Needs Update** 87
This is an information item. Action, if any, is at the discretion of the Board of Education.

Human Resource/Pupil Services

- 3.1. Ratification of Employer-Employee Collective Bargaining Tentative Agreements between Santee School District and Santee Teachers Association (STA)** 89
It is recommended that the Board of Education ratify the tentative agreement between Santee School District and the Santee Teachers Association (STA).
- 3.2. Approval of Additional Compensation Per Employer-Employee Collective Bargaining Agreement Clause Between Santee School District and California School Employees Association and its Chapter #557 (CSEA)** 114
It is recommended that the Board of Education approve the additional compensation in respect to the tentative agreement between Santee School District and the California School Employees Association and its Chapter #557 (CSEA).

F.	BOARD POLICIES/BYLAWS	115
1.1.	<u>Second Reading: Board Policy Annual Review</u>	116
	<ul style="list-style-type: none"> • BP 4116 Probationary/Permanent Status • BP 4315.1 Competence in Evaluation and Instructional Methodologies • BP 6145 Extracurricular and Cocurricular Activities 	
	Board Bylaw 9310, Board Policies, and Education Code 35160.5 require that the Board annually review the listed Board Policies. The above listed policies are submitted for a second reading and request for approval.	
1.2.	<u>First Reading: Revised Board Policy 3280, Sale, Lease, Rental of District-Owned Real Property</u>	122
	Revised Board Policy 3280, Sale, Lease, Rental of District-Owned Real Property, is being presented as a first reading. Action, if any, is at the discretion of the Board of Education.	
1.3.	<u>First Reading: Revised Board Policy 6172, Gifted and Talented Student Program</u>	127
	Revised Board Policy 6172, Gifted and Talented Student Program, is being presented as a first reading. Action, if any, is at the discretion of the Board of Education.	
1.4.	<u>First Reading: Revised Board Policy 1312.3, Uniform Complaint Procedures</u>	132
	Revised Board Policy 1312.3, Uniform Complaint Procedures, is being presented as a first reading. Action, in any, is at the discretion of the Board of Education.	
G.	EMPLOYEE ASSOCIATION COMMUNICATION	139
H.	BOARD COMMUNICATION AND ORGANIZATIONAL BUSINESS	139
I.	CLOSED SESSION	139
1.	<u>Conference with Legal Counsel – Existing Litigation</u> (Gov't. Code § 54956.9) Coalition for Adequate School Housing, et al. v. State Allocation Board, et al Orange County Superior Court Case No. 30-2018-01029962-CU-WM-CJC	
2.	<u>Conference with Labor Negotiator</u> (Gov't. Code § 54957.6) <i>Purpose:</i> Negotiations <i>Agency Negotiators:</i> Tim Larson, Assistant Superintendent <i>Employee Organizations:</i> Santee Teachers Association (STA); and Classified School Employees Association (CSEA)	
3.	<u>Public Employee Performance Evaluation</u> (Gov't. Code § 54957) Superintendent	
J.	RECONVENE TO PUBLIC SESSION	139
K.	ADJOURNMENT	139

Please note: Per SB 343, the supporting documents for this meeting agenda are available in the lobby at the Santee School District Office, located at 9625 Cuyamaca St., Santee, CA 92071 and will be available for viewing at the meeting. The next regular meeting of the Board of Education is scheduled for November 19, 2019, at 7:00 p.m., in the Douglas E. Giles Educational Resource Center. Santee School District complies with the Americans with Disabilities Act. If you require reasonable accommodations including alternate formats for this meeting, contact the Superintendent's Office at (619) 258-2304 at least two (2) days before the meeting date.

Members present:

Fox
 Burns
 Ryan
 Levens-Craig
 El-Hajj

ITEM A. OPENING PROCEDURES – 7:00 P.M.

1. Call to Order and Welcome
2. District Mission
*Providing an extraordinary education in an inspiring environment
with caring people*
3. Pledge of Allegiance
4. Approval of Agenda for the November 5, 2019, regular meeting

Agenda Item A.

Item B. REPORTS AND PRESENTATIONS

The following items are presented for Board information:

1. Superintendent's Report
 - 1.1. Developer Fees and Collection Report
 - 1.2. Use of Facilities Report
 - 1.3. Enrollment Report
 - 1.4. Schedule of Upcoming Events

2. Spotlight: Safety Improvements Committee Update

DEVELOPER FEES COLLECTION REPORT
2019-20
CUMULATIVE THROUGH November 5, 2019

Residential Rate: \$2.16 per square foot - effective 6/19/16 - 6/19/18; \$2.35 per square foot - effective 6/20/18
Commercial Rate: \$0.35 per square foot - effective 6/19/16 - 6/19/18; \$0.38 per square foot - effective 6/20/18
Self Storage Rate: \$0.15 per square foot - effective 6/19/16 - 6/19/18; \$0.07 per square foot - effective 6/20/18

COM	RES	ADDRESS	DATE OF COLLECT.	SQUARE FEET	AMOUNT	SCHOOL OF ATTENDANCE
	X	8343 O'Connell Rd	07/02/19	2,678	\$6,293.30	PD
	X	8504 & 8506 Goldfield St	09/05/19	3,938	\$9,254.30	CO
	X	8735 & 8737 Scrub Oak St	09/05/19	4,162	\$9,780.70	OO
	X	8509, 8507, 8505, 8508, 8510 Goldfield St	09/05/19	9,889	\$23,239.15	CO
	X	8739 & 8741 Scrub Oak St	09/05/19	3,936	\$9,249.60	CO
	X	10226 Settle Rd	09/05/19	595	\$1,398.25	SC
X		11459 Woodside Ave	09/06/18	4,839	\$1,838.82	PD
	X	9650 Derald Rd	09/13/19	495	\$0.00	SC
X		10735 Prospect Ave	09/13/19	4,173	\$1,585.74	PD
	X	9710 Halberns Blvd	09/13/19	1,148	\$2,697.80	SC
X		9125 Carlton Hills Blvd (Mast Park)	09/17/19	647	\$0.00	CH
X		9125 Carlton Hills Blvd (Mast Park)	09/17/19	200	\$0.00	CH
X		9050 Trailmark Way	09/17/19	612	\$0.00	CO
X		172 SF (Leasing Office) 2401 SF (Clubhouse, Fitness, Re	10/07/19	2,573	\$977.74	CFH
	X	7847,7851,7859,7861,7869,7865,7895,7891,7871,7875,7879,7889 Mission Gorge Rd	10/07/19	101,411	\$238,315.85	CFH
	X	9051, 9055, 9059, 9063, 9067, 9071, 9075, 9079, 9083, 9087, 9091, 9095, 9096, 9092, 9088, 9084, 9080 Trailmark Wy.	10/14/19	55,845	\$131,235.75	CO
	X	9100, 9108, 9097 West Bluff Pl	10/14/19	672	\$1,579.20	CO
	X	9060, 9064 Trailridge Ave.	10/14/19	(1,988)	(\$4,294.08)	CO
	X	9758 Settle Rd	10/18/19	585	\$1,374.75	SC
TOTAL PAGE 1					\$434,526.87	

*Additional square footage (total is over 500 square feet)
** Fee Exempt - Senior / Elder Care Facility
*** Fee Exempt - Less than 500 square feet
**** Fee Exempt - Religious Facility

Requests For Use Of Facilities - November 5, 2019

Group	Location	Date	Days	Time	Attend	Fees
Cajon Park PTSA (Fall Carnival)	Lower Field/Two-Story	10/12/19	Saturday	12:00 pm - 9:00 pm	300	\$450.00
Carlton Oaks Cub Scouts of America, Pack 383, Den 3 CSEA Santee 557 (Officer Meeting)	Classroom Library	10/16/19 - 5/27/20 10/24/19	Wednesday Thursday	6:00 pm - 7:00 pm 4:30 pm - 7:45 pm	12 6	
Chet F. Harritt PTA (Trunk or Treat)	Parking Lot	10/26/19	Saturday	10:00 am - 5:00 pm	300	\$248.50
ERC SSD HR Dept (Save-A-Life, FA/CPR/AED Training)	Board Room	11/06/19 & 11/07/19	Wed & Thurs	8:00 am - 4:00 pm	60 - 65	
Hill Creek PTSA (Fall Carnival)	Playground Area	10/26/19	Saturday	10:00 am - 10:00 pm	300	\$521.00
Pepper Drive Urban Core (E-Waste Disposal)	Lower Parking Lot	1/25/20	Saturday	9:00 am - 1:00 pm		
PRIDE Academy (Prospect Avenue) PTA (549 Sports, After-School Basketball) PTA (Trunk or Treat)	Blacktop Upper Playground/Basketball Courts	10/14/19 - 12/16/19 10/25/19	Monday Friday	2:00 pm - 3:30 pm 4:00 pm - 9:00 pm	20 100	
Rio Seco STA (Ratification) PTSA (Family Night) Professional Leadership Team (Meeting) Girl Scout Troop 6506	Multi-Purpose Multi-Purpose Multi-Purpose Library	10/21/19 3/26/20 11/7/19 11/20/19 - 5/20/20	Monday Thursday Thursday Wednesday	3:00 pm - 4:30 pm 6:00 pm - 7:00 pm 2:30 pm - 5:00 pm 5:30 pm - 8:00 pm	50 200 50 20	
Sycamore Canyon PTA (Work Party/Red Ribbon Week) PTA (Work Party/Red Ribbon Week)	Multi-Purpose/Art Room Multi-Purpose/Art Room/Classrooms	10/23/19 10/27/19	Wednesday Sunday	6:00 pm - 8:00 pm 2:00 pm - 4:00 pm	10 - 30 10 - 30	

****NOTE: USE MAY BE LIMITED DUE TO MODERNIZATION AT VARIOUS SITES & ALL CARNIVALS TAKE PRECEDENCE OVER GROUPS.

Santee School District
 ENROLLMENT REPORT
 11/1/2019
 Month 4 Week 1
 School Week 11

SCHOOL	REGULAR ED													SPECIAL ED								Total All											
	EAK 5yo	TK	K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	11/01/19	11/02/18	# Diff	% Diff	TK	K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	11/01/19	11/02/18	# Diff	% Diff	11/01/19	10/25/19	# Diff	
Cajon Park		15	85	105	81	102	104	98	120	114	118	952	930	22	2.4%	0	3	1	8	11	6	7	4	11	9	60	65	-5	-7.7%	1012	1013	-1	
Carlton Hills		24	71	65	65	67	67	73	59	77	62	630	614	16	2.6%		3	7	6	4	5	3	4	6	4	42	45	-3	-6.7%	672	674	-2	
Carlton Oaks			78	88	84	77	97	75	81	100	97	777	794	-17	-2.1%		6	4	10	8	9	7	7	8	11	68	70	-2	-2.9%	845	845	0	
Chet F Harritt		23	77	79	82	71	83	65	63	43	53	639	631	8	1.3%		0	0	0	0	0	4	3	0	0	7	0	7	0.0%	646	645	1	
Hill Creek		24	84	79	93	83	81	77	58	68	58	703	727	-24	-3.3%		2	7	2	8	2	1	0	0	0	22	23	-1	-4.3%	725	723	2	
Pepper Drive			71	103	97	104	101	91	131	95	97	890	958	-68	-7.1%		0	0	0	0	0	0	0	6	4	10	10	0	0.0%	900	901	-1	
Pride Academy		18	78	54	81	85	65	58	47	75	40	567	566	-9	-1.8%		0	0	0	0	0	0	0	0	0	0	0	0	0.0%	557	557	0	
Rio Seco			95	94	103	118	95	113	111	110	123	962	949	13	1.4%		4	4	4	6	6	4	7	11	11	57	58	-1	-1.7%	1019	1020	-1	
Sycamore Canyon		28	64	51	68	56	33	39	40	0	0	377	362	25	7.1%		0	0	0	0	0	0	0	0	0	0	0	0	0.0%	377	377	0	
SUBTOTAL	0	132	701	718	742	743	726	687	710	682	646	6487	6521	-34	-0.5%	0	18	23	30	35	26	26	25	42	39	268	271	-5	-1.8%	6753	6755	-2	
Alternative School			0	2	3	3	3	4	1	1	2	19	26	-7	-28.9%															19	19	0	
Santee Success										1	2	3	5	-2	-40.0%											0	0	0	0.0%	3	3	0	
NPS												0	0								1	2	1	3	2	3	12	7	5	71.4%	12	13	-1
SUBTOTAL	0	2	3	3	3	4	1	2	4	22	31	-9	-29.0%	0	0	0	0	1	2	1	3	2	3	12	7	5	71.4%	34	35	-1			
TOTAL	0	132	701	720	745	746	729	691	711	684	650	6508	6552	-43	-0.7%	0	18	23	30	36	30	27	28	44	42	278	278	0	0.0%	6787	6790	-3	

Please note: Special Ed, PK, TK, & EAK 4 yr olds listed below are not reflected in the total count above because they do not receive ADA.

	PK	TK	EAK 4yo	Total All
Cajon Park	0		0	1012
Carlton Hills	0		0	672
Chet F Harritt	0		0	646
Hill Creek	0		0	725
Prospect Ave	0		0	657
Sycamore Canyon	61	8	0	446
Total PKEAK	61	8	0	

Total Enrollment including PK
6856

Schedule of Upcoming Events

Date	Event
November 4 – 8	Parent/Teacher Conference Week <i>Schools on Modified Days</i>
November 5	Board Meeting; 7:00 p.m.
November 11 (Monday)	Veterans' Day Holiday Schools and District Offices Closed
November 14	District Advisory Council (DAC), 6:00 p.m., ERC
November 15	District English Learner Advisory Council (DELAC); 9:00 a.m., ERC
November 18	Communication Committee; 3:30 p.m., ERC
November 19	Board Meeting; 7:00 p.m.
November 25 – 29	Schools Closed for Thanksgiving Holiday
December 3	Board Meeting; 7:00 p.m.
December 5	Budget Advisory Committee; 6:00 p.m., Charles E. Skidmore Administration Center, 9625 Cuyamaca, Santee
December 17	Board Meeting; 7:00 p.m.
December 23 – January 3	Winter Break

Reports and Presentations Item B.2.
Prepared by Dr. Kristin Baranski
November 5, 2019

Spotlight: Safety Improvements Committee Update

BACKGROUND:

Tonight, Mike Olander, Director of Pupil Services and Student Well-Being, will be providing a brief overview of recent work performed by the District safety improvements committee and recommendations on best practices for the Board of Education to consider.

Agenda Item B.2.

Item C. PUBLIC COMMUNICATION

During Public Communication, citizens are invited to address the Board of Education about any item not on the agenda. Request-to-speak cards should be submitted in advance. The Board may not take action on any item presented. The Board has a policy limiting any speaker to five minutes. Meetings are recorded.

Item D. CONSENT ITEMS

Items listed under Consent are considered to be routine and are acted on by the Board with a single motion. There is no Board discussion of these items prior to the vote unless a member of the Board, staff, or public requests specific items be considered separately. Citizens are invited at this time to address the Board about any item listed under Consent.

Agenda Item D.

Consent Item D.1.1.
Prepared by Dr. Kristin Baranski
November 5, 2019

Approval of Minutes

BACKGROUND:

Presented for Board approval –

- October 15, 2019, regular meeting minutes
- October 22, 2019, special meeting minutes

RECOMMENDATION:

It is recommended that the Board of Education approve the attached minutes with any necessary modifications.

Motion: _____

Second: _____

Vote: _____

Item D.1.1.

**SANTEE SCHOOL DISTRICT
SPECIAL MEETING
OF THE BOARD OF EDUCATION**

October 22, 2019
MINUTES

Chet F. Harritt School
Multi-Purpose Room
8120 Arlette Street
Santee, California

A. OPENING PROCEDURES

1. Call to Order and Welcome

President Fox called the meeting to order at 6:00 p.m.

Members present:

Ken Fox, President
Dustin Burns, Vice President
Barbara Ryan, Clerk
Elana Levens-Craig, Member
Dianne El-Hajj, President

Administration present:

Dr. Kristin Baranski, Superintendent and Secretary to the Board
Karl Christensen, Assistant Superintendent, Business Services
Lisa Arreola, Executive Assistant and Recording Secretary

B. PUBLIC COMMUNICATION

President Fox invited members of the audience to address the Board about any item not on the agenda. There were no public comments.

C. COMMUNITY INFORMATIONAL MEETING

The Board of Education held a community informational meeting to learn about the upcoming construction project at Chet F. Harritt School.

D. ADJOURNMENT

With no further business, the October 22, 2019, special meeting was adjourned at 7:20 pm.

Barbara Ryan, Clerk

Dr. Kristin Baranski, Secretary

**SANTEE SCHOOL DISTRICT
REGULAR MEETING
OF THE BOARD OF EDUCATION**

October 15, 2019
MINUTES

Douglas E. Giles
Educational Resource Center
9619 Cuyamaca Street
Santee, California

A. OPENING PROCEDURES

1. Call to Order and Welcome

President Fox called the meeting to order at 7:00 p.m.

Members present:

Ken Fox, President
Dustin Burns, Vice President
Barbara Ryan, Clerk
Elana Levens-Craig, Member

Administration present:

Dr. Kristin Baranski, Superintendent and Secretary to the Board
Karl Christensen, Assistant Superintendent, Business Services
Tim Larson, Assistant Superintendent, Human Resources/Pupil Services
Dr. Stephanie Pierce, Assistant Superintendent, Educational Services
Lisa Arreola, Executive Assistant and Recording Secretary

President Fox announced Member El-Hajj would not present at the meeting due to a prior commitment.

2. District Mission

President Fox invited the audience to recite the District Mission.

3. Pledge of Allegiance

President Fox invited Boy Scout Troop #384, to lead the members, staff, and audience in the Pledge of Allegiance.

4. Approval of Agenda

President Fox presented the agenda for approval. Member Ryan moved approval.

<i>Motion:</i>	<u>Ryan</u>	<u>Fox</u>	<u>Aye</u>	<u>Levens-Craig</u>	<u>Aye</u>
<i>Second:</i>	<u>Burns</u>	<u>Burns</u>	<u>Aye</u>	<u>El-Hajj</u>	<u>Aye</u>
<i>Vote:</i>	<u>4-0</u>	<u>Ryan</u>	<u>Aye</u>		

B. REPORTS AND PRESENTATIONS

1. Superintendent's Report

- 1.1. Developer Fees and Collection Report
- 1.2. Use of Facilities Report
- 1.3. Enrollment Report
- 1.4. Schedule of Upcoming Events

2. 2020-21 LCAP Timeline and Process

Dr. Stephanie Pierce, Assistant Superintendent of Educational Services, shared the District was launching the start of the next Local Control Accountability Plan (LCAP) three-year cycle. Dr. Pierce explained there will be a new template being released in January; it is still in the revision process.

She explained that regardless of the template, the Administration is moving forward to prepare for the upcoming LCAP template and integrate the District's vision, mission, and student profile. Dr. Pierce noted Administration plans to incorporate language from the student profile (preparing students academically for high school and beyond) to Goal 1; and will also align the actions steps to reflect the student profile areas within the LCAP. Mr. Karl Christensen, Assistant Superintendent of Business Services, provided an overview of key action steps on the timeline.

**Santee School District
 LCAP Annual Update Stakeholder Input and Development Timeline**

#	Action Step	Venue/Method	Date/Time Period	Month	Year	Status
1	Monitor progress on LCAP Goals and Action Steps	Cabinet	On-Going			
2	Provide status reports to Board on goals and action steps and obtain direction, as applicable	Board Meeting	Various, depending on scheduling			
3	Report to Board on LCAP Development Timeline and Process	Board Meeting	October 15, 2019	October	2019	
4	Review structured questions to use for Student Forums and other stakeholder groups	Cabinet	October 16, 2019	October	2019	
5	Notify Principals to conduct Student Forums for stakeholder feedback	Cabinet	October 17, 2019	October	2019	
6	Input Local Data for California Dashboard (Deadline 11-1)	Banner	October 31, 2019	October	2019	
7	LOFF California Dashboard released	Cabinet	December 15, 2019	December	2019	
8	Complete Initial Needs Assessment	Ed Services	December 20, 2019	December	2019	
9	Review data, complete Needs Assessment and determine most significant areas of need	Cabinet	January 15, 2020	January	2020	
10	Consult with students (stakeholder feedback)	Student Forums at School Sites	January 31, 2020	January	2020	
11	Complete Executive Summary of LCAP Progress and Data	Cabinet	February 5, 2020	February	2020	
12	Board Budget Workshop and update on needs assessment	Workshop	February 18, 2020	February	2020	
13	Send Executive Summary to STA in preparation for consultation	Karl	February 19, 2020	February	2020	
14	Provide status report to STA and consult on annual LCAP	Scheduled Meeting	February 24, 2020	February	2020	
15	Send Executive Summary to CSEA in preparation for consultation	Karl	March 5, 2020	March	2020	
16	Provide status report to CSEA and consult on annual LCAP	EERC Meeting	March 10, 2020	March	2020	
17	Provide status report to parents, community members and Administrators and obtain stakeholder feedback	LCAP Annual Review	March 12, 2020	March	2020	
18	Provide status report to DAC and obtain stakeholder feedback	DAC Meeting		March	1900	
19	Provide status report to DELAC and obtain stakeholder feedback	DELAC Meeting	March 13, 2020	March	2020	
20	Obtain Board direction on potential updates to LCAP	Board Meeting	March 17, 2020	March	2020	
21	Provide status report to BAC and obtain stakeholder feedback	BAC Meeting	March 26, 2020	March	2020	

C. PUBLIC COMMUNICATION

President Fox invited members of the audience to address the Board about any item not on the agenda. There was no public communication.

D. CONSENT ITEMS

President Fox invited comments from the public on any item listed under Consent. There were no public comments.

- 1.1. Approval of Minutes
- 2.1. Approval/Ratification of Travel Requests
- 2.2. Approval/Ratification of Expenditure Warrants
- 2.3. Approval/Ratification of Purchase Orders
- 2.4. Acceptance of Donations, Grants, and Bequests
- 2.5. Approval/Ratification of General Services Agreements
- 2.6. Approval/Ratification of Agreements for Mileage Reimbursement In Lieu of District Transportation
- 2.7. Authorization to Sell/Dispose of Surplus Items
- 3.1. Approval of Individual Services Contract with Springall Academy for Nonpublic School Services
- 4.1. Personnel, Regular
- 4.2. Approval of San Diego County Interagency Agreement for Providing Transportation Support to Foster Youth – pulled for separate consideration
- 4.3. Approval of Santee Collaborative Reinvestment Plan for the Use of LEA Medi-Cal Funds
- 4.4. Approval of Memorandum of Understanding (MOU) between Santee School District and San Diego Youth Services for Bully Prevention

Member Burns asked to pull item 4.2. for separate consideration. He explained being employed by the San Diego County Office of Education and although the item did not impact him directly, it was a division within his department and he needed to recuse himself from the vote. He moved approval of Consent Items, with the exception of Item 4.2.

<i>Motion:</i>	<u>Burns</u>	<i>Fox</i>	<u>Aye</u>	<i>Levens-Craig</i>	<u>Aye</u>
<i>Second:</i>	<u>Ryan</u>	<i>Burns</i>	<u>Aye</u>	<i>EI-Hajj</i>	<u>Not Present</u>
<i>Vote:</i>	<u>4-0</u>	<i>Ryan</i>	<u>Aye</u>		

- 4.2. Approval of San Diego County Interagency Agreement for Providing Transportation Support to Foster Youth – pulled for separate consideration

Member Burns recused himself and left the dais during the vote. Member Levens-Craig moved approval of item 4.2.

<i>Motion:</i>	<u>Levens-Craig</u>	<i>Fox</i>	<u>Aye</u>	<i>Levens-Craig</i>	<u>Aye</u>
<i>Second:</i>	<u>Ryan</u>	<i>Burns</i>	<u>Recused</u>	<i>EI-Hajj</i>	<u>Not Present</u>
<i>Vote:</i>	<u>3-0</u>	<i>Ryan</i>	<u>Aye</u>		

E. DISCUSSION AND/OR ACTION ITEMS

Superintendent

- 1.1. Approval of Memorandum of Understanding between Santee School District, San Diego Winds, and Bertrand Music Enterprises, Inc., for an After School Music Program

Superintendent Baranski shared providing an extensive after-school, instrumental music program is a goal of the District and the Santee School District Foundation. She explained Administration has been working with James Sepulvado, Assistant Professor of Music at Cuyamaca College, and the Santee School District Foundation on creating an instrumental music program for every school site. Superintendent Baranski noted every school will be offered three classes with up to 40 students in each class: a winds class, a

brass class, and a percussions class to students in grades 4 – 8. If space permits, grade 3 students will be admitted into the percussions class. She explained that upon Board approval, the 18 weeks of instruction would begin the week of January 13, 2020 through the end of May. A parent meeting will be held for all enrolled students the week of January 6, 2020 and an instrument donation drive is also planned for November – December 2019. Instrument rental suggestions will be offered to parents during the enrollment process. If a student is unable to secure an instrument due to financial hardship, he or she will be a considered a priority for instrument use from an instrument donated during the donation drive.

Superintendent Baranski shared the Santee School District Foundation and Bertrand Music Enterprises, Inc. are both contributing finances for the District to operate the after-school music program for the 2019-20 school year. The Santee School District Foundation will contribute up to \$40,000 and Bertrand Music Enterprises will contribute the value of the instructors' statutory benefits. There will be no impact to the District's general fund.

Member Burns shared his appreciation of Superintendent Baranski. He explained the initial music program began with a donation from the Foundation and some concerns were expressed that the program was primarily benefitting students at two schools. Member Burns shared that when the concerns were brought up to Superintendent Baranski, she was quick to research other avenues to make sure all the students benefitted from future programs. Member Burns shared it was great that all the students will now have the opportunity to participate in this new program with the continued support from the Foundation.

Member Levens-Craig inquired if the Foundation would be able to help fund this program past the 2019-20 school year. Superintendent Baranski explained it would depend on the Foundation's fundraising efforts from year-to-year; and shared that Executive Council has discussed coming forth to the Board to request funding for the continuance of the program, if needed. Member Ryan inquired on compliance with Assembly Bill 5 (AB 5, Worker status: employees and independent contractors). Superintendent Baranski explained it complied with AB 5. Member Burns moved approval.

Motion:	<u>Burns</u>	<u>Fox</u>	<u>Aye</u>	<u>Levens-Craig</u>	<u>Aye</u>
Second:	<u>Ryan</u>	<u>Burns</u>	<u>Aye</u>	<u>El-Hajj</u>	<u>Not Present</u>
Vote:	<u>4-0</u>	<u>Ryan</u>	<u>Aye</u>		

1.2. Approval of Revised Classified Management and Confidential Salary Schedule 2018-19

Superintendent Baranski explained that during a recent fiscal review of classified, non-management salary schedules, administration identified an error on the confidential salary steps similar to an issue that was resolved on the classified salary schedule on May 21, 2019. The increment between the fourth and fifth step, on the executive assistant position, did not have a five-percent (5%) increase. She noted that in addition to correcting the five-percent (5%) increment on the confidential salary schedule, Administration recommended adding another level of education to the study incentive step 6 for confidential employees. Superintendent Baranski explained that if a confidential employee wanted to reach step 6, he or she would be required to complete four professional growth increments regardless of their educational background. Administration recommends adding the completion of five (5) years of service and a bachelor's degree as a means to achieving step 6. Member Levens-Craig inquired on the fiscal impact. Superintendent Baranski shared the fiscal impact was \$1,432. Member Burns moved approval.

Motion:	<u>Burns</u>	<u>Fox</u>	<u>Aye</u>	<u>Levens-Craig</u>	<u>Aye</u>
Second:	<u>Ryan</u>	<u>Burns</u>	<u>Aye</u>	<u>El-Hajj</u>	<u>Not Present</u>
Vote:	<u>4-0</u>	<u>Ryan</u>	<u>Aye</u>		

1.3. Approval of Amendment to Contract of Employment of Superintendent

President Fox shared the Board conducted the Superintendent's annual evaluation and noted adding another year to the Superintendent's contract. He expressed the Board's appreciation for Superintendent Baranski's devotion to the District and students; and shared the Board looks forward to Superintendent Baranski's leadership for future years. President Fox noted the Board's commitment to provide their support to meet her goals. Member Ryan moved approval.

<i>Motion:</i>	<u>Ryan</u>	<i>Fox</i>	<u>Aye</u>	<i>Levens-Craig</i>	<u>Aye</u>
<i>Second:</i>	<u>Burns</u>	<i>Burns</i>	<u>Aye</u>	<i>El-Hajj</i>	<u>Not Present</u>
<i>Vote:</i>	<u>4-0</u>	<i>Ryan</i>	<u>Aye</u>		

Business Services

2.1. Adoption of Resolution No. 1920-08 of the Board of Education of the Santee School District Authorizing the District's Existing Citizens' Oversight Committee to Serve as the Citizens' Oversight Committee for all District Bond Measures and Approving Amended Bylaws for the Citizens' Oversight Committee

Karl Christensen, Assistant Superintendent of Business Services, explained that with the passage of Measure S and the recent sale of the District bonds, it is time to reconstitute and reconvene the Independent Citizens Oversight Committee (ICOC) to oversee expenditure of bond funds. He shared there have been a few changes in the law since the original ICOC was convened in 2007; and the original bylaws only contemplated Proposition R. Mr. Christensen shared that the amended bylaws add Measure S, make changes to the number of terms a member can serve, the number of required meetings, and removes the fixed quorum amount of five members. He mentioned Administration recommended adopting the resolution to approve the amended bylaws.

<i>Motion:</i>	<u>Burns</u>	<i>Fox</i>	<u>Aye</u>	<i>Levens-Craig</i>	<u>Aye</u>
<i>Second:</i>	<u>Levens-Craig</u>	<i>Burns</i>	<u>Aye</u>	<i>El-Hajj</i>	<u>Not Present</u>
<i>Vote:</i>	<u>4-0</u>	<i>Ryan</i>	<u>Aye</u>		

2.2. Appointment of Members to the Independent Citizen's Oversight Committee

Karl Christensen, Assistant Superintendent of Business Services, explained that on September 5th, the District began efforts to recruit members for the new Independent Citizens Oversight Committee (ICOC) by sending emails, talking to individuals, and making phone calls. Mr. Christensen shared receiving six applications and Administration recommended appointing all of the applicants. He noted the District will continue to recruit additional members, especially one from the County Taxpayers Association, in order to obtain at least seven (7) members as called for in the bylaws. Mr. Christensen explained that as long recruitment efforts were done and continue, the ICOC can operate with fewer than seven (7) members. Member Burns noted that he was glad to see Mrs. Linda Vail as one of the applicants; and shared her knowledge and expertise would make her a great asset to the committee. He moved approval.

<i>Motion:</i>	<u>Burns</u>	<i>Fox</i>	<u>Aye</u>	<i>Levens-Craig</i>	<u>Aye</u>
<i>Second:</i>	<u>Levens-Craig</u>	<i>Burns</i>	<u>Aye</u>	<i>El-Hajj</i>	<u>Not Present</u>
<i>Vote:</i>	<u>4-0</u>	<i>Ryan</i>	<u>Aye</u>		

Educational Services

3.1. Presentation of 2018-2019 California Schools Dashboard Local Indicators Submission

Dr. Stephanie Pierce, Assistant Superintendent of Educational Services, provided an overview of the 2018-19 California Schools Dashboard Local Indicators submission. She shared the five local indicators were as follows:

1. Basic Services
2. Implementation of the State Standards
3. Parent Involvement

- 6. School Climate
- 7. Access to a Broad Course of Study

Priority 1 – Basic Services: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities. Dr. Pierce shared this is related to the Williams Act and explained the District is required to update and report our Uniform Complaint Procedure process annually. She explained the District holds an instructional materials sufficiency public hearing and reports on the facility conditions. This information is also reported on the LCAP Executive Summary.

Priority 2 – Self-Reflection Tool for Implementation of State Academic Standards. Dr. Pierce discussed Santee’s submission of ratings. She explained these ratings change as the District adopts and implements core curriculum. For example, the District is adopting and implementing core curriculum in History/Social Science and the District will see a change over the next year as the District pilots science.

Priority 3 – Self-Reflection Tool for Parent Engagement. Dr. Pierce explained the information on parent involvement has changed to a self-reflection tool and a narrative process in each of the areas. The self-reflection tool is organized into three sections. Each section includes promising practices in family engagement.

- Building Relationships between School Staff and Families
- Building Partnerships for Student Outcomes
- Seeking Input for Decision-making

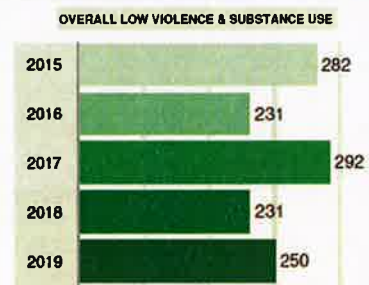
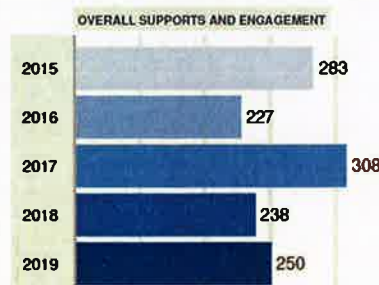
Dr. Pierce explained the information on parent involvement is captured on the LCAP and the executive summary; in addition to including site administrator stakeholder input with PTA, SSC, ELAC, District-wide, DELAC, DAC, BAC, Special Education Advisory; and strong volunteer presence. Dr. Pierce noted the District met the standard for the evaluation of engagement.

Priority 6 - School Climate (California Healthy Kids Survey or CHKS). The School Climate Index (SCI) provides a state normed, school-level description of several factors that are known to influence learning success in schools. Scores on the SCI are based on student CHKS data. The change column reflects a comparison between 2015, our baseline year, to current year, 2019. This is the reporting method WestEd uses for reporting to school districts. Scores range from approximately 100 to 500, with high scores representing more positive school climates; higher supports and engagement; and lower levels of violence and substance use at school. A district’s State Percentile compares that district’s schools to other schools in the state. A district’s Similar Schools Percentile compares the district’s schools to other schools in the state with similar demographic characteristics.

Priority 6 - School Climate (California Healthy Kids Survey)

District School Climate Index (SCI)

	2015	2016	2017	2018	2019	Change
SCI Score ^A	281	223	300	229	246	-35
SCI State Percentile ^B	36	7	53	8	15	-21
SCI Similar Schools Percentile ^B	29	7	44	7	16	-13



Dr. Pierce explained the following chart from the 2019 Healthy Kids Survey showed the average percent of respondents reporting “strongly agree” in the School Environment section and average percent of respondents reporting “Very much true.” for School Connectedness, Academic Motivation, and Parent Involvement in School. She noted the empty cells represented less than 10 respondents.

Priority 6 - School Climate (California Healthy Kids Survey)

School Supports and Engagement by Race/Ethnicity - 7th Grade

Percent of Students (%)	Grade 7						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	52		63			59	54
Caring adults in school [‡]	58		68			70	59
High expectations-adults in school [‡]	73		83			80	74
Meaningful participation at school [‡]	25		36			29	29
<i>School Connectedness[†]</i>	56		67			68	55
<i>Academic Motivation[†]</i>	69		85			77	76
<i>Parent Involvement in School[†]</i>	52		52			59	55

Priority 7- Access to a Broad Course of Study

- Identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.
- Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study.
- Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.
- In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

Dr. Pierce explained the District uses SIS PowerSchool, Microsoft Excel, and Microsoft Access to summarize data. All students have access to core courses as required by the California Department of Education. She shared that in 7th – 8th grade, about 63% of students have access to the various elective subjects taught in an academic lab setting. Student groups all show a proportional rate for access to these classes. For identifying barriers, the District discusses the current structure of a TK – 8 district and how there are limitations on the number of electives and enrichment classes that may be offered. Factors include credentialing and the size of each schools’ 6th – 8th grade structure. Dr. Pierce shared the District continues to seek innovative ways to provide more elective courses, such as robotics, coding, performing and visual arts, and culinary arts.

3.2. Presentation of Panorama Education Survey

Dr. Stephanie Pierce, Assistant Superintendent of Educational Services, and Mike Olander, Director of Pupil Services and Student Well-Being, presented information on Panorama Education Surveys.

Dr. Pierce shared the District previously received approval to move forward and work with San Diego County Office of Education as part of an initiative to manage student

achievement data (CORE Collaborative) and provide a deeper analysis on all the multiple measures used for the California Dashboard. She explained this allows Principals to do a deeper analysis on their data to improve learning outcomes on all the measures and monitor these data points. Dr. Pierce shared the consortium has some other options several districts are also using to meet Local Control Accountability Plan (LCAP) local data measures. One of these options is Panorama surveys. She explained the District currently uses the District-developed caring schools survey, which is not considered a norm-referenced survey and cannot be used for the LCAP. She explained the caring schools survey does not meet the LCAP requirement because it was created by the District and lacks the research around validity and reliability. Dr. Pierce noted the District also has the CHKS survey, which does meet LCAP requirements. Dr. Pierce explained this does not mean the District would not use the CHKS survey as it is attached to several grants, however, it would not need to be administered unless required by a grant.

Director Olander shared specifics about the student survey. He explained the Panorama Education surveys consisted of two components: Climate and Culture; and Social Emotional Learning. Director Olander explained the climate and culture survey would provide information on Climate Support for Academic Learning (climate and culture); Sense of Belonging (school connectedness); and Knowledge of Fairness, Discipline, Rules and Norms; and Safety. The Social Emotional Learning component covered Self-Management; Growth Mindset; Self-Efficacy; and Social Awareness. The survey would be administered in grades 3 through 8; once in December and once in May. He explained the CORE in collaboration with Panorama compiles the data and provides the reports. Director Olander shared administration, teachers, and counselors have access to the data, using the CORE dashboard, in order to target opportunities for growth at the District, school, and student level.

To recap, Dr. Pierce explained the District would be able to use this student survey from Panorama to meet the District's requirements for local indicator of student engagement and the option of using the parent survey for the local indicator of parent engagement. She shared there is an annual cost for the surveys to be administered and for reports to be generated. The survey has the capacity to measure individual growth per student to determine if the District's programs are making a difference, including interventions. In addition, the information will be a good indicator of how the District's social-emotional learning curriculum is impacting students. Dr. Pierce shared this data would be beneficial for administrators, teachers, and counselors. She noted this item was for information only and any action is at the discretion of the Board. The item will be brought back on consent at the November 5th Board meeting.

F. BOARD POLICIES AND BYLAWS

1.1. Second Reading: New Board Bylaw 9012, Board Member Electronic Communications

New Board Bylaw 9012, Board Member Electronic Communications was presented for a second reading and request for approval. Member Burns moved approval.

<i>Motion:</i>	<u>Burns</u>	<u>Fox</u>	<u>Aye</u>	<u>Levens-Craig</u>	<u>Aye</u>
<i>Second:</i>	<u>Levens-Craig</u>	<u>Burns</u>	<u>Aye</u>	<u>El-Hajj</u>	<u>Not Present</u>
<i>Vote:</i>	<u>4-0</u>	<u>Ryan</u>	<u>Aye</u>		

1.2. First Reading: Board Policy Annual Review

- BP 4116 Probationary/Permanent Status
- BP 4315.1 Competence in Evaluation and Instructional Methodologies - *Delete*
- BP 6145 Extracurricular and Cocurricular Activities

Board Bylaw 9310, Board Policies, and Education Code 35160.5 require that the Board annually review the listed Board Policies. The above listed policies were presented for a first reading.

G. EMPLOYEE ASSOCIATION COMMUNICATION

Melanie Hirahara, STA President, shared she was pleased to report reaching a tentative agreement with the District earlier today; and their excitement on the development of the class size task force and sharing their findings at the end of the school year. Mrs. Hirahara noted STA was scheduled to hold a ratification meeting on Monday.

She shared that after hearing the District's plan for improving student achievement and the Principals' action plans, she saw the importance of sharing the teachers' perspective. Mrs. Hirahara noted asking two questions of their members and sharing the answers with the Board over the next few meetings.

Question #1: What are the two biggest factors to the lack of student achievement and academic growth? She explained the most common answers were behavior and class size. Mrs. Hirahara shared behavior included discipline issues that require the teacher's attention; students feeling a lack of support in order for the teacher to deal with these issues; and behaviors continue without change. She explained that due to the large demand from teacher time dealing with behavior issues, it makes it very difficult to meet the students' individual needs; small groups become ineffective, which hurt student achievement; class size in grades 4-8, and large combination classes, are affecting student achievement; and students' needs cannot be met because of the number of students in the classroom.

Question #2: What are the two things teachers' need that could help you meet the District's goals for student achievement? Mrs. Hirahara shared the most common answer was time and support. Teachers need time to plan, collaborate, and prep. She explained too much time is spent on professional development leaving little time to implement what the teachers have learned. When new curriculum or programs are added, nothing is ever removed. Teachers are expected to do more, in the same amount of time. She explained teachers do not have the time to work with students in the classroom due to dealing with student behaviors, and their social and emotional needs. Mrs. Hirahara shared that although there are more counselors, there are still days at some schools where there is not a counselor on campus. When a child needs to speak to a counselor and there is no counselor at the school site that day, the student's needs are not met. She noted the national average for counselors is 1:450, and in Santee it is 1:991. Mrs. Hirahara stressed the need for more counselors to help with behaviors and provide support to student needs. Mrs. Hirahara finished off quoting a teacher, "An increasing amount of time is required for professional development and other requirements. Aside from the time that is needed to teach and support students in the core areas, as a teacher, the ability to focus on core content students' needs is being pulled away from other things deemed necessary."

Member Levens-Craig asked if the counselor ratio of 1:450 was national or state average. Mrs. Hirahara explained it was a national ratio. She shared Grossmont Union High School District was approximately 1:700; and thought the ratio was lower at Cajon Valley Union School District. Superintendent Baranski shared she would have to check on state and national averages for elementary school districts as those may be quite different.

H. BOARD COMMUNICATION AND ORGANIZATIONAL BUSINESS

Superintendent Baranski noted the upcoming meeting of the Board with Vice Principals and Student Forum; and shared discussion ideas.

Member Levens-Craig shared enjoying looking at the student pictures from Chris Stanley's fishing trip; and she was looking forward to the upcoming TK performance. Member Levens-Craig asked for clarification that the Late Start Bill (SB 328) does not apply to Santee School District; and asked for a listing of upcoming Parents Helping Parents workshops and how the workshops were being advertised to parents. Superintendent Baranski shared the flyers were being sent via Peachjar, messages through SchoolMessenger, and the school sites were assisting with recruitment.

Member Burns shared the District needed to communicate to parents that SB 328 does not apply to the District. He explained receiving a lot of parent inquiries.

I. CLOSED SESSION

President Fox announced that the Board would meet in closed session for:

1. **Conference with Legal Counsel – Existing Litigation** (Gov't. Code § 54956.9)
Case #: 37-2017-00051097-CU-PO-CTL and OAH Case No. 2019070451
2. **Conference with Real Property Negotiators** (Gov't. Code § 54956.8)
Purpose: Potential Modification of Purchase and Sale Agreement
Property: 10335 Mission Gorge Road, Santee 92071
(formerly known as Santee School Site)
Agency Negotiator: Karl Christensen, Assistant Superintendent
3. **Conference with Labor Negotiator** (Gov't. Code § 54956.8)
Purpose: Negotiations
Agency Negotiators: Tim Larson, Assistant Superintendent
Employee Organizations: Santee Teachers Association (STA); and
Classified School Employees Association (CSEA)
4. **Public Employee Performance Evaluation** (Gov't. Code § 54957)
Superintendent

The Board entered closed session at 8:40 p.m.

J. RECONVENE TO PUBLIC SESSION

The Board reconvened to public session at 10:17 p.m., and reported the following:

It was moved by Member Burns, seconded by Member Ryan, to reach a settlement in special education dispute, OAH #: 2019070451, regarding a student's special education program. The agreement involved a release of potential District liability.

<i>Motion:</i>	<u>Burns</u>	<i>Fox</i>	<u>Aye</u>	<i>Levens-Craig</i>	<u>Aye</u>
<i>Second:</i>	<u>Ryan</u>	<i>Burns</i>	<u>Aye</u>	<i>El-Hajj</i>	<u>Not Present</u>
<i>Vote:</i>	<u>4-0</u>	<i>Ryan</i>	<u>Aye</u>		

It was moved by Member Ryan, seconded by Member Levens-Craig, to approve the Third Amendment to the Purchase and Sale Agreement with Cameron Brothers for purchase of the Former Santee School Site. The Amendment extends the initial contingency period to January 17, 2020.

<i>Motion:</i>	<u>Ryan</u>	<i>Fox</i>	<u>Aye</u>	<i>Levens-Craig</i>	<u>Aye</u>
<i>Second:</i>	<u>Levens-Craig</u>	<i>Burns</i>	<u>Aye</u>	<i>El-Hajj</i>	<u>Not Present</u>
<i>Vote:</i>	<u>4-0</u>	<i>Ryan</i>	<u>Aye</u>		

K. ADJOURNMENT

With no further business, the regular meeting of October 15, 2019 was adjourned at 10:20 p.m.

Barbara Ryan, Clerk

Dr. Kristin Baranski, Secretary

Consent Item D.2.1. Approval/Ratification of Travel Requests
 Prepared by Karl Christensen
 November 5, 2019

BACKGROUND:

In accordance with BP 3350 of the Board of Education, an employee may attend conventions, conferences, or meetings of boards, committees, and commissions; to travel for the purpose of recruiting personnel; to visit other school districts; to appear before legislative committees; and to perform other out-of-district travel which is in the best interests of the school district and which assists employees to perform their jobs successfully.

A list of travel and professional staff events is presented for the Board’s review and approval/ratification. Included on the report are dates, names of meetings and locations, and either categorical, grant, or general funding sources that support such travel.

RECOMMENDATION:

It is recommended that the Board of Education approve/ratify the Travel Report for personnel requesting travel on the attached schedule.

This recommendation supports the following District goal:

SUPPORTED	STRATEGIC OBJECTIVE	DESCRIPTION
✓	Staff Development	Implement a staff development plan as the cornerstone of employee performance and growth.

FISCAL IMPACT:

The estimated travel expenses are \$19,069, and substitute costs of \$1,560, as disclosed on the following page.

STUDENT ACHIEVEMENT IMPACT:

This is a fiscal item. All fiscal resources impact student achievement.

Motion: _____ Second: _____ Vote: _____

Agenda Item D.2.1.

Board Travel Report - November 5, 2019

Travel Dates		Attendees	Site or Dept.	Conference or Workshop	Location	Sub Cost	Estimated Expenses	Budget	Purpose of Travel	District Goal
Friday,	10/25/19	Mike Olander	Pupil Services	Suspension and Expulsion Training	SDCOE	\$0	\$142	Professional Development	Suspension process, investigation & law enforcement involvement	2
Friday,	10/25/19	Angelo Bendetto	Cajon Park	Suspension and Expulsion Training	SDCOE	\$0	\$142	Professional Development	Suspension process, investigation & law enforcement involvement	2
Friday,	10/25/19	Karen Hohimer	Pepper Drive	Suspension and Expulsion Training	SDCOE	\$0	\$142	Professional Development	Suspension process, investigation & law enforcement involvement	2
Friday,	10/25/19	Rebecca Nelson	Chet F. Harritt	Suspension and Expulsion Training	SDCOE	\$0	\$142	Professional Development	Suspension process, investigation & law enforcement involvement	2
Friday,	10/25/19	Maria Parker	PRIDE Academy	Suspension and Expulsion Training	SDCOE	\$0	\$142	Professional Development	Suspension process, investigation & law enforcement involvement	2
Friday,	10/25/19	Melynda Pezone	Carlton Oaks	Suspension and Expulsion Training	SDCOE	\$0	\$142	Professional Development	Suspension process, investigation & law enforcement involvement	2
Friday,	10/25/19	Christopher Rogers	Rio Seco	Suspension and Expulsion Training	SDCOE	\$0	\$142	Professional Development	Suspension process, investigation & law enforcement involvement	2
Friday,	10/25/19	Leah Saunders	Carlton Hills	Suspension and Expulsion Training	SDCOE	\$0	\$142	Professional Development	Suspension process, investigation & law enforcement involvement	2
Wednesday,	11/06/19	Alyssa Jerabek	PRIDE Academy	Defensible Data Collection	San Marcos	\$0	\$87	Special Education	Workshop on data collection	2
Thursday,	11/21/19	Jill Schmitt	Carlton Oaks	Leadership Association of Southern California	Anaheim	\$120	\$1,990	ASB	Junior High student leadership conference (45 students).	
Friday,	12/06/19	Laura Isaacson	Rio Seco	Behavioral Strategies to Build Communication	Irvine	\$0	\$256	Special Education	Strategies to build communication	2
Friday,	12/06/19	Suzanne Borzilleri	Sycamore Canyon	Behavioral Strategies to Build Communication	Irvine	\$0	\$256	Special Education	Strategies to build communication	2
Friday,	12/06/19	Jessica McCauley	Carlton Oaks	Behavioral Strategies to Build Communication	Irvine	\$0	\$256	Special Education	Strategies to build communication	2
Friday,	12/06/19	Elena Turnbull	Rio Seco	Behavioral Strategies to Build Communication	Irvine	\$0	\$256	Special Education	Strategies to build communication	2
Friday,	12/06/19	Marian Rashap	Carlton Hills	Behavioral Strategies to Build Communication	Irvine	\$0	\$256	Special Education	Strategies to build communication	2
Friday,	12/06/19	Kelli Martinez	Carlton Oaks	Behavioral Strategies to Build Communication	Irvine	\$0	\$256	Special Education	Strategies to build communication	2
Friday,	12/06/19	Wendy Wilton	Sycamore Canyon	Behavioral Strategies to Build Communication	Irvine	\$0	\$256	Special Education	Strategies to build communication	2
Wed-Fri,	01/22/20 - 01/24/20	Tim Larson	Human Resources	2020 Negotiator's Symposium	San Diego	\$0	\$695	Human Resources	Symposium on negotiating strategies.	
Wed-Fri,	01/22/20 - 01/24/20	Andrew Johnston	Carlton Oaks	2020 Negotiator's Symposium	San Diego	\$0	\$695	Human Resources	Symposium on negotiating strategies.	
Wed-Thurs,	02/05/20 - 02/06/20	Lindsay Ogden	SC/CP	Targeted Feedback Institute	San Diego	\$0	\$400	Professional Development	Tools and Processes to support teaching improvement systems.	1
Travel Requests That Require Airfare, Overnight Stay, and/or Travel Outside of the State of California										
Tues-Fri,	11/12/19 - 11/15/19	Bernard Yeo	Technology/Comm	2019 CETPA Annual Conference	Anaheim	\$0	\$988	Technology/Prof. Development	Focus on relevant issues facing IT in education	1, 2
Tues-Fri,	11/12/19 - 11/15/19	Matt Marsman	Technology/Comm	2019 CETPA Annual Conference	Anaheim	\$0	\$988	Technology/Prof. Development	Focus on relevant issues facing IT in education	1, 2
Tues-Fri,	11/12/19 - 11/15/19	Mark Starkey	Technology/Comm	2019 CETPA Annual Conference	Anaheim	\$0	\$988	Technology/Prof. Development	Focus on relevant issues facing IT in education	1, 2
Tuesday,	12/10/19	Stephanie Millman	Cajon Park	Language Acquisition through Motor Planning	Santa Clarita	\$0	\$538	Special Education	Focus on language acquisition techniques	1, 2
Tues-Wed,	01/28/20 - 01/29/20	Katherine Ducharme	Carlton Hills	OpenSciEd Training	Sacramento	\$240	\$24	Professional Development	Collaboration with local science experts and other educators.	1
Tues-Wed,	01/28/20 - 01/29/20	Laura Barker	Carlton Hills	OpenSciEd Training	Sacramento	\$240	\$24	Professional Development	Collaboration with local science experts and other educators.	1
Tues-Wed,	01/28/20 - 01/29/20	Gillian Ryan	PRIDE Academy	OpenSciEd Training	Sacramento	\$240	\$24	Professional Development	Collaboration with local science experts and other educators.	1
Tues-Wed,	01/28/20 - 01/29/20	Bruce Jennings	Cajon Park	OpenSciEd Training	Sacramento	\$240	\$24	Professional Development	Collaboration with local science experts and other educators.	1
Tues-Wed,	01/28/20 - 01/29/20	Celina Register	Cajon Park	OpenSciEd Training	Sacramento	\$240	\$24	Professional Development	Collaboration with local science experts and other educators.	1
Tues-Wed,	01/28/20 - 01/29/20	Matthew Newcomb	Rio Seco	OpenSciEd Training	Sacramento	\$240	\$24	Professional Development	Collaboration with local science experts and other educators.	1
Wed-Fri,	02/05/20 - 02/07/20	Mimi McGinty	Special Education	Every Child Counts Symposium	Palm Desert	\$0	\$1,299	Special Education	Focus on latest student services and Special Education.	1, 2
Wed-Fri,	02/05/20 - 02/07/20	Brienne Downing	Special Education	Every Child Counts Symposium	Palm Desert	\$0	\$1,574	Special Education	Focus on latest student services and Special Education.	1, 2
Thurs-Sat,	03/19/20 - 03/21/20	Dr. Stephanie Pierce	Ed Services	Computer Using Educators Conference	Palm Springs	\$0	\$1,151	Professional Development	Strategies to advance student achievement with use of technology.	1
Thurs-Sat,	03/19/20 - 03/21/20	Kristen Eveland	Ed Services	Computer Using Educators Conference	Palm Springs	\$0	\$1,151	Professional Development	Strategies to advance student achievement with use of technology.	1
Thurs-Sat,	03/19/20 - 03/21/20	Jennifer Rolf	Ed Services	Computer Using Educators Conference	Palm Springs	\$0	\$1,151	Professional Development	Strategies to advance student achievement with use of technology.	1
Thurs-Sat,	03/19/20 - 03/21/20	Alicen Boulais	Ed Services	Computer Using Educators Conference	Palm Springs	\$0	\$1,151	Professional Development	Strategies to advance student achievement with use of technology.	1
Thurs-Sat,	03/19/20 - 03/21/20	Daniel Prouty	Ed Services	Computer Using Educators Conference	Palm Springs	\$0	\$1,151	Professional Development	Strategies to advance student achievement with use of technology.	1

District Goals:

1. Raise mastery of reading and writing grade level literacy standards with annual, incremental growth of at least five percentage points resulting in 90% mastery by June 2023.
2. Raise percentage of students feeling safe or very safe at school with annual, incremental growth of at least seven percentage points resulting in 100% of students feeling safe by June 2023.

Consent Item D.2.2. Approval/Ratification of Revolving Cash Report
 Prepared by Karl Christensen
 November 5, 2019

BACKGROUND:

The Revolving Cash Fund of \$20,000 is used for prompt payment to vendors and saves the costs associated with processing payments of small amounts through the County Superintendent of Schools. The attached report of numerical listings by check number include the issue date, name of payee, a general description of items purchased, and the amount of the check.

RECOMMENDATION:

It is recommended that the Board of Education approve check #22653 on the \$20,000 Revolving Cash Account.

This recommendation supports the following District goal:

SUPPORTED	STRATEGIC OBJECTIVE	DESCRIPTION
✓	Fiscal Accountability	Financially support the vision, mission, and goals of the District by maximizing resources, controlling expenses, and managing assets to ensure fiscal solvency and flexibility

FISCAL IMPACT:

The fiscal impact is \$45.55 as disclosed on the following report.

STUDENT ACHIEVEMENT IMPACT:

This is a fiscal item. All fiscal resources impact student achievement.

Motion: _____ Second: _____ Vote: _____

Agenda Item D.2.2.

**SANTEE SCHOOL DISTRICT
REVOLVING CASH REPORT- \$20,000**

Date	Number	Name	Memo	Amount
10/22/19	22653	California Department of Tax and Fee Admin	Diesel Fuel Exempt Bus Operator	43.00

Total Checks Written	\$43.00
August Bank Fees	1.75
September Bank Fees	0.80
Total to be Reimbursed	\$45.55
Reimbursed by SDCOE	
Total to Deduct from Future Reimbursement	

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Consent Item D.2.3. Acceptance of Donations, Grants, and Bequests
 Prepared by Karl Christensen
 November 5, 2019

BACKGROUND:

Board of Education policy #3290 specifies that gifts and donations, with a value over \$50, must be officially received by the Board of Education. The following donations, grants, and/or bequests have been offered to the District:

<i>Item</i>	<i>Approximate Value</i>	<i>Received From</i>	<i>Designated For Use At</i>
DONATIONS			
Funds for UCSD Field Trip Transportation	\$500.00	JNG Pharmaceutical Consulting, Inc.	Carlton Hills School
GRANTS			
(None)			
BEQUESTS			
(None)			
TOTAL RECEIVED	\$500.00		

RECOMMENDATION:

Administration recommends acceptance of the donations, grants, and/or bequests listed above for the District and authorization to send a letter of appreciation on behalf of the governing Board.

This recommendation supports the following District goal(s):

SUPPORTED	STRATEGIC OBJECTIVE	DESCRIPTION
✓	Learning Environment	Provide a safe, engaging environment that promotes creativity, innovation, and personalized learning
✓	Fiscal Accountability	Financially support the vision, mission, and goals of the District by maximizing resources, controlling expenses, and managing assets to ensure fiscal solvency and flexibility

FISCAL IMPACT:

The donations, grants, and/or bequests listed above are valued at \$500.00.

STUDENT ACHIEVEMENT IMPACT:

This is a fiscal item. All fiscal resources impact student achievement.

Motion: _____ Second: _____ Vote: _____

Agenda Item D.2.3.

BACKGROUND:

From time to time, the District contracts with individuals, companies, or organizations to provide various types of general services such as educational presentations/assemblies, or specialized student services. Some services are on an as-needed basis billed on an hourly or daily rate while other services are billed by the job. The Internal Revenue Service requires an analysis of the nature and type of work performed to determine whether the service provider qualifies as an independent contractor to be paid by commercial warrant. Service providers that do not qualify as an independent contractor will be processed through Human Resources under a short-term employment services agreement.

Approval of the following General Services Agreements is requested:

Vendor Name	Description of Services	Date(s) of Service	Amount	Funding
Five Four Nine Sports	Basketball Fundamentals	10/14/19 - 12/16/19	\$0	PRIDE Academy

RECOMMENDATION:

It is recommended that the Board of Education approve/ratify agreements with General Service Providers as presented.

This recommendation supports the following District goal(s):

SUPPORTED	STRATEGIC OBJECTIVE	DESCRIPTION
✓	Educational Achievement	Assure the highest level of educational achievement for all students
✓	Fiscal Accountability	Financially support the vision, mission, and goals of the District by maximizing resources, controlling expenses, and managing assets to ensure fiscal solvency and flexibility

FISCAL IMPACT:

The fiscal impact of the General Service Agreements is detailed in the table above.

STUDENT ACHIEVEMENT IMPACT:

This is a fiscal item. All fiscal resources impact student achievement.

Motion: _____ Second: _____ Vote: _____

BACKGROUND:

The Santee School District is required to provide for transportation of Special Education students when their Individualized Education Plan (IEP) includes the need for this service. In lieu of the District providing transportation, the District offers parents/guardian the opportunity to transport their own children and receive reimbursement for their incurred mileage at the IRS-approved rate.

The Commercial Warrants Audit manual stipulates that an agreement is to be executed with the Parent/Guardian whenever mileage reimbursement is provided. Agreements with parents/guardians opting to receive mileage reimbursement during the 2019-20 and 2020-21 school year for the transportation of their own child(ren) are listed below:

School of Attendance	Round Trip Miles Per Day	# of Days	Per Mile Rate	Total Estimated Annual Cost
Hill Creek School	4	199	\$0.58	\$461.68
D'avila Day School	42	199	\$0.58	\$4,847.64
Total:				\$5,309.32

RECOMMENDATION:

It is recommended that the Board of Education approve/ratify the Parent/Guardian agreements for mileage reimbursement in lieu of District transportation.

This recommendation supports the following District goal(s):

SUPPORTED	STRATEGIC OBJECTIVE	DESCRIPTION
✓	Learning Environment	Provide a safe, engaging environment that promotes creativity, innovation, and personalized learning
✓	Fiscal Accountability	Financially support the vision, mission, and goals of the District by maximizing resources, controlling expenses, and managing assets to ensure fiscal solvency and flexibility

FISCAL IMPACT:

The fiscal impact of \$5,309.32 is paid in lieu of District provided transportation.

STUDENT ACHIEVEMENT IMPACT:

This is a fiscal item. All fiscal resources impact student achievement.

Motion: _____ Second: _____ Vote: _____

Agenda Item D.2.5.

Consent Item D.2.6. Approval/Ratification of Expenditure Transactions
 Prepared by Karl Christensen Charged to District Issued Purchasing Cards (P-Cards)
 November 5, 2019

BACKGROUND:

The District has issued Purchasing Cards (P-Cards) to certain management, supervisory, or confidential employees to expedite and streamline purchases of goods and services. P-Card transactions are tracked and monitored to ensure they are properly accounted for and supported by documentation. P-Card transactions are limited to a specified amount each month and approval of the Superintendent is required to exceed these limits.

RECOMMENDATION:

It is recommended that the Board of Education approve/ratify expenditure transactions charged to District P-Cards for the period September 1, 2019 through September 30, 2019.

This recommendation supports the following District goal:

SUPPORTED	STRATEGIC OBJECTIVE	DESCRIPTION
✓	Fiscal Accountability	Financially support the vision, mission, and goals of the District by maximizing resources, controlling expenses, and managing assets to ensure fiscal solvency and flexibility

FISCAL IMPACT:

There were 220 transactions totaling \$17,112.46 charged to various funds.

STUDENT ACHIEVEMENT IMPACT:

This is a fiscal item. All fiscal resources impact student achievement.

Motion: _____ Second: _____ Vote: _____

Agenda Item D.2.6.

PURCHASE DATE	CARDHOLDER	DEPARTMENT	MERCHANT NAME	PURCHASE AMOUNT	PURCHASE DESCRIPTION
20190905	ABEL,CATHY	CHILD NUTRITION	SMART AND FINAL 929	44.97	Caesar dressing
20190906	ABEL,CATHY	CHILD NUTRITION	GIH*GLOBALINDUSTRIALEQ	330.77	Cargo logistic straps - delivery trucks
20190908	ABEL,CATHY	CHILD NUTRITION	CALIFORNIA SCHOOL NUTR	482.00	CSNA Conference
20190908	ABEL,CATHY	CHILD NUTRITION	SMART AND FINAL 398	104.93	Caesar dressing
20190913	ABEL,CATHY	CHILD NUTRITION	SPROUTS FARMERS MARK	14.97	Vegan cheese
20190913	ABEL,CATHY	CHILD NUTRITION	COUNTY OF SAN DIEGO-DE	516.00	Permit fee remodel Central Kitchen freezer
20190916	ABEL,CATHY	CHILD NUTRITION	DMI* DELL SALES & SERV	290.90	Printer ink
20190916	ABEL,CATHY	CHILD NUTRITION	DMI* DELL SALES & SERV	135.10	Printer ink
20190916	ABEL,CATHY	CHILD NUTRITION	DMI* DELL SALES & SERV	73.26	Printer ink
20190918	ABEL,CATHY	CHILD NUTRITION	SPROUTS FARMERS MARK	12.98	Gluten free hamburger buns
20190930	ABEL,CATHY	CHILD NUTRITION	SPROUTS FARMERS MARK	86.72	Vegan & gluten free food
20190930	ABEL,CATHY	CHILD NUTRITION	SMART AND FINAL 929	18.98	Gluten free food
				2,111.58	
20190902	ARREOLA,LISA	SUPERINTENDENT'S OFFICE	SANDIEGO THEATRES TKTS	263.50	A Salute to Teacher Tickets
20190904	ARREOLA,LISA	SUPERINTENDENT'S OFFICE	GROWLER S SUB SHACK	63.68	Board meeting supplies
20190905	ARREOLA,LISA	SUPERINTENDENT'S OFFICE	VONS #1897	43.39	Board meeting supplies
20190906	ARREOLA,LISA	SUPERINTENDENT'S OFFICE	SMART AND FINAL 929	31.53	Logistics meeting supplies
20190908	ARREOLA,LISA	SUPERINTENDENT'S OFFICE	CALIFORNIA SCHOOL BOAR	(598.00)	Registration reimbursement for CSBA MIG Courses 2 & 7 for Superintendent Baranski.
20190908	ARREOLA,LISA	SUPERINTENDENT'S OFFICE	WESTIN	258.24	Accommodations for Bonnie Jackson while attending A Salute to Teacher award ceremony
20190910	ARREOLA,LISA	SUPERINTENDENT'S OFFICE	ALS SPORT SHOP	16.14	PLT name badges
20190911	ARREOLA,LISA	SUPERINTENDENT'S OFFICE	MICHAELS STORES 3256	37.78	Supplies for Week of School Administrator
20190911	ARREOLA,LISA	SUPERINTENDENT'S OFFICE	AMZN MKTP US*MF70C3MN3	55.98	Supplies for Week of School Administrator
20190912	ARREOLA,LISA	SUPERINTENDENT'S OFFICE	AMZN MKTP US*OZ90P0FJ3	29.98	Supplies for Week of School Administrator
20190913	ARREOLA,LISA	SUPERINTENDENT'S OFFICE	SMART AND FINAL 929	53.97	PLT meeting supplies
20190915	ARREOLA,LISA	SUPERINTENDENT'S OFFICE	PANERA BREAD 204874	364.63	Catering for Superintendents' Leadership Series workshop
20190917	ARREOLA,LISA	SUPERINTENDENT'S OFFICE	BASKIN #354764 ONLINE	28.99	Board meeting supplies
20190918	ARREOLA,LISA	SUPERINTENDENT'S OFFICE	MICHAELS STORES 3256	(21.85)	Return of supplies for Week of School Administrators
20190919	ARREOLA,LISA	SUPERINTENDENT'S OFFICE	VONS #1897	21.07	Board meeting supplies
20190927	ARREOLA,LISA	SUPERINTENDENT'S OFFICE	ALS SPORT SHOP	626.30	One Team, Voice, Mission t-shirts
20190927	ARREOLA,LISA	SUPERINTENDENT'S OFFICE	SCHOOL SERVICES OF CAL	250.00	Superintendent's registration to School Services of California Budget Workshop
20190927	ARREOLA,LISA	SUPERINTENDENT'S OFFICE	AMZN MKTP US*EV26O8NB3	31.00	Miscellaneous Board supplies
20190927	ARREOLA,LISA	SUPERINTENDENT'S OFFICE	TELEFLORACOM PICKS RCV	85.98	Condolences on behalf of the Board/Exec Council
20190929	ARREOLA,LISA	SUPERINTENDENT'S OFFICE	MICHAELS STORES 3256	16.12	Supplies for Week of School Administrator
				1,658.43	
20190927	AVILA,EVONN	BUSINESS SERVICES	SCHOOL SERVICES OF CAL	1,000.00	Governor's Budget Workshop Registration (Christensen, Larson, Long, Pierce)
				1,000.00	
20190911	BAKER,HOPE	OST PROGRAMS	WAL-MART #1917	257.01	Snack items for YALE Preschool
20190911	BAKER,HOPE	OST PROGRAMS	WAL-MART #1917	9.09	Class pictures for YALE Preschool
20190926	BAKER,HOPE	OST PROGRAMS	WAL-MART #1917	94.57	Open house supplies for YALE (pumpkin, whip cream, forks and decorations)
20190926	BAKER,HOPE	OST PROGRAMS	DOLLAR TREE	17.34	Supplies for open house for YALE (plates, napkins, serving trays)
20190926	BAKER,HOPE	OST PROGRAMS	SMART AND FINAL 929	9.42	Jello for a class activity for YALE
				387.43	
20190906	BENEDETTO,ANGELO	CAJON PARK	SMART AND FINAL 929	19.36	Plastic bags for iPad accessory storage
20190909	BENEDETTO,ANGELO	CAJON PARK	TARGET 00014852	10.78	Student engagement item for attendance scoreboard
20190913	BENEDETTO,ANGELO	CAJON PARK	SMART AND FINAL 929	2.38	School assembly materials
20190918	BENEDETTO,ANGELO	CAJON PARK	MICHAELS #9490	19.84	Materials purchase to monitor student attendance data
20190924	BENEDETTO,ANGELO	CAJON PARK	SMART AND FINAL 929	24.95	Treats purchased as attendance incentives
20190925	BENEDETTO,ANGELO	CAJON PARK	SMART AND FINAL 929	15.87	Refreshments for parent meeting
				93.18	
20190912	BONSER,KRISTEN	PRIDE ACADEMY	LEGOLAND CALIFORNIA	125.00	Professional Development Workshop
20190919	BONSER,KRISTEN	PRIDE ACADEMY	DOLLAR TREE	29.09	Volunteer items
20190923	BONSER,KRISTEN	PRIDE ACADEMY	SD NATURAL HISTORY MUS	25.00	Field trip fee
20190930	BONSER,KRISTEN	PRIDE ACADEMY	VONS #1897	13.08	Student behavior incentive
				192.17	
20190903	BRASHER,PAMELA	OST PROGRAMS	WAL-MART #5996	12.53	Picture frames 4x6
20190911	BRASHER,PAMELA	OST PROGRAMS	LAKESHORE LEARNING #52	86.14	Bins, labeling, wrist bands
20190912	BRASHER,PAMELA	OST PROGRAMS	MICHAELS STORES 3256	8.64	Movable craft eyes, yarn, diecut butterfly's for OSTP
20190918	BRASHER,PAMELA	OST PROGRAMS	OTC BRANDS, INC.	359.49	Rio Seco Project SAFE supplies (rubber duckies, masks, pumpkin shapes, google eyes, etc.)
20190919	BRASHER,PAMELA	OST PROGRAMS	THE WRAPSHACK	91.70	Lunch for staff meeting at Cajon Park
20190923	BRASHER,PAMELA	OST PROGRAMS	3749 EL POLLO LOCO	32.73	Lunch for Hill Creek staff meeting
				591.23	
20190910	BROGAN-BARANSKI,KRISTIN	SUPERINTENDENT'S OFFICE	SMK*SURVEYMONKEY.COM	276.00	Survey application
20190910	BROGAN-BARANSKI,KRISTIN	SUPERINTENDENT'S OFFICE	HORTON PLAZA	22.00	Parking while attending A Salute to Teachers
				298.00	

PURCHASE DATE	CARDHOLDER	DEPARTMENT	MERCHANT NAME	PURCHASE AMOUNT	PURCHASE DESCRIPTION
20190924	D'AGOSTINO,KRISTA	HUMAN RESOURCES	SQ *SQ *SQUARE HARDWAR	453.57	Square terminal for district office use
				453.57	
20190915	DOBBINS,TIMOTHY	CAJON PARK	BRAINPOP	230.00	Brainpop Teacher Access (4th Grade)
20190917	DOBBINS,TIMOTHY	CAJON PARK	PAYPAL *CDOL	150.00	UDL Tier 1 Training (Online Course through Los Angeles County Office of Education)
20190917	DOBBINS,TIMOTHY	CAJON PARK	PAYPAL *CDOL	150.00	UDL Tier 1 Training (Online Course through Los Angeles County Office of Education)
20190926	DOBBINS,TIMOTHY	CAJON PARK	DOLLAR TREE	10.88	Attendance/Student Engagement reward supplies
20190927	DOBBINS,TIMOTHY	CAJON PARK	DOMINO'S 7708	59.36	PBIS Rewards
				600.24	
20190903	FORSTER,CHASITY	HILL CREEK	AMAZON.COM*MO2ND9GQ0	17.22	Cricut Materials
20190903	FORSTER,CHASITY	HILL CREEK	AMZN MKTP US*MO4QX0S31	27.98	Calm Down Kits supplies
20190904	FORSTER,CHASITY	HILL CREEK	INSTACART	59.70	Food supplies for Farm to Table Elective
20190911	FORSTER,CHASITY	HILL CREEK	INSTACART	55.68	Culinary Arts materials
20190913	FORSTER,CHASITY	HILL CREEK	AMZN MKTP US*MM6K057I3	10.99	Safety Patrol Supplies
20190913	FORSTER,CHASITY	HILL CREEK	AMZN MKTP US*PK9NQ6M33	7.95	PBIS Incentive
20190913	FORSTER,CHASITY	HILL CREEK	AMZN MKTP US*W36ST1Q03	16.99	Safety Vest
20190916	FORSTER,CHASITY	HILL CREEK	BARNES & NOBLE #2135	12.91	Guided Reading Books
20190918	FORSTER,CHASITY	HILL CREEK	AMZN MKTP US*B71J825D3	19.38	File Folders
20190919	FORSTER,CHASITY	HILL CREEK	AMAZON.COM*664LI5C83	21.32	CGI Materials
20190919	FORSTER,CHASITY	HILL CREEK	INSTACART	54.20	Culinary Class food
20190924	FORSTER,CHASITY	HILL CREEK	AMZN MKTP US*KY0Y11T13	43.09	Office Chair
20190924	FORSTER,CHASITY	HILL CREEK	AMZN MKTP US*1H6NH25P3	37.07	Weighted Blanket
20190924	FORSTER,CHASITY	HILL CREEK	AMAZON.COM*8A1QE9GC3	6.45	Attendance Incentive
20190925	FORSTER,CHASITY	HILL CREEK	AMERICAN BUILDERS OUTL	9.96	Keys for PE Locks
20190925	FORSTER,CHASITY	HILL CREEK	AMERICAN BUILDERS OUTL	203.90	PE Locks
20190926	FORSTER,CHASITY	HILL CREEK	INSTACART	32.26	Culinary Class supplies
20190926	FORSTER,CHASITY	HILL CREEK	IMAGESTUFF.COM	164.14	Attendance Incentive
20190930	FORSTER,CHASITY	HILL CREEK	AMZN MKTP US*L24QC0HG3	120.00	Custodial Supplies
				921.19	
20190904	HICKS,TYLENE	CHEF F. HARRITT	WAL-MART #1917	332.60	6' tables for classroom, supplies for staff meeting, supplies for ipad cords and blocks
20190906	HICKS,TYLENE	CHEF F. HARRITT	WAL-MART #1917	66.40	Shelf for kiln room, locks for ipad storage
20190906	HICKS,TYLENE	CHEF F. HARRITT	IDENTAKID	132.26	New printer for Ident-a-Kid check-in
20190906	HICKS,TYLENE	CHEF F. HARRITT	AMAZON.COM*BF6582XG3	109.93	Math manipulatives for kinder class, inflating air pump for campus aides
20190906	HICKS,TYLENE	CHEF F. HARRITT	AMAZON.COM*N44K47GH3	15.07	Math manipulatives for kinder class, inflating air pump for campus aides
20190908	HICKS,TYLENE	CHEF F. HARRITT	AMZN MKTP US*MO5TB4H90	42.90	Thermoscans for the Health Clerk
20190911	HICKS,TYLENE	CHEF F. HARRITT	WAL-MART #1917	21.91	Replacement bulletin board materials, snacks for special ed students
20190912	HICKS,TYLENE	CHEF F. HARRITT	OFFICE DEPOT #908	69.27	Supplies to replace bulletin board
20190912	HICKS,TYLENE	CHEF F. HARRITT	OFFICE DEPOT #908	50.17	Copies and lamination for a bulletin board that needed immediate replacement due to Open House
20190913	HICKS,TYLENE	CHEF F. HARRITT	AMZN MKTP US*7Q83I16J3	27.98	Periodic Table Poster for Science room
20190919	HICKS,TYLENE	CHEF F. HARRITT	WAL-MART #1917	182.61	Classroom supplies to set up Special Ed classroom
20190920	HICKS,TYLENE	CHEF F. HARRITT	BARNES & NOBLE #2135	100.70	Books for school
20190923	HICKS,TYLENE	CHEF F. HARRITT	ALBERTSONS 0738	15.84	Posterboard for 3rd Grade Fire Prevention contest
20190925	HICKS,TYLENE	CHEF F. HARRITT	WAL-MART #1917	67.72	Materials to set up Special Ed classroom
20190926	HICKS,TYLENE	CHEF F. HARRITT	INT*IN *EAST COUNTY FE	63.06	Supplies for the chicken coup/chickens
20190926	HICKS,TYLENE	CHEF F. HARRITT	OFFICE DEPOT #908	48.57	Office supplies
				1,346.99	
20190904	HOHIMER,KAREN	PEPPER DRIVE	PERSONALIZED PAPER STO	169.28	Staff Feedback pad
20190917	HOHIMER,KAREN	PEPPER DRIVE	PERSONALIZED PAPER STO	49.06	Staff Feedback pad
				218.34	
20190909	HOOKS,TED A	PEPPER DRIVE	AMAZON.COM*1V9P67T73	24.85	Printer toner container
				24.85	
20190908	JOHNSTON,ANDREW	CARLTON OAKS	ASSOC SUPERV AND CURR	616.98	Professional Development materials
20190919	JOHNSTON,ANDREW	CARLTON OAKS	AMAZON.COM*D750N1X23	29.34	Office supplies
20190926	JOHNSTON,ANDREW	CARLTON OAKS	AMAZON.COM*IMONH6R43	100.08	Visible Learning materials for Mathematics
20190929	JOHNSTON,ANDREW	CARLTON OAKS	AMZN MKTP US*A14R10EP3	71.22	Science Curriculum materials
20190930	JOHNSTON,ANDREW	CARLTON OAKS	AMZN MKTP US*135Z3N3IK3	4.99	Science Curriculum materials
20190930	JOHNSTON,ANDREW	CARLTON OAKS	AMZN MKTP US*AV07W7O63	41.55	Science Curriculum materials
20190930	JOHNSTON,ANDREW	CARLTON OAKS	AMZN MKTP US*1R6R51C13	7.53	Science Curriculum materials
20190930	JOHNSTON,ANDREW	CARLTON OAKS	AMAZON.COM*AG3H49003 A	16.68	Science Curriculum materials
				888.37	

PURCHASE DATE	CARDHOLDER	DEPARTMENT	MERCHANT NAME	PURCHASE AMOUNT	PURCHASE DESCRIPTION
20190904	LOCKE,SUMMER	SYCAMORE CANYON	NEARPOD	99.00	Online supplemental curriculum for grade 3 ELA/Math
20190909	LOCKE,SUMMER	SYCAMORE CANYON	AMZN MKTP US*MO5JP0B10	21.40	Aquaponic garden pump
20190910	LOCKE,SUMMER	SYCAMORE CANYON	AMZN MKTP US*WP1Q39G13	97.00	Buttons for PAWS Awards (PBIS)
20190910	LOCKE,SUMMER	SYCAMORE CANYON	AMZN MKTP US*8G1GM2HP3	29.75	Awards for Student Behavior "Line Wars" Grades 4-6
20190912	LOCKE,SUMMER	SYCAMORE CANYON	PAYPAL *NEW MGMT	32.33	Door Blok Door locks for Health office and front office
20190915	LOCKE,SUMMER	SYCAMORE CANYON	AMAZON.COM*1A0RJ28V3	53.86	Campus Aide clipboards
20190917	LOCKE,SUMMER	SYCAMORE CANYON	AMZN MKTP US*OQ9GX9DW3	5.38	Non-slip grips for student slant board (504 Accommodation)
20190917	LOCKE,SUMMER	SYCAMORE CANYON	AMZN MKTP US*4T4E15M43	25.90	Replacement DVD player for Media Center
20190918	LOCKE,SUMMER	SYCAMORE CANYON	AMZN MKTP US	(21.40)	Refund for defective aquaponics pump
20190926	LOCKE,SUMMER	SYCAMORE CANYON	AMZN MKTP US*F09J542B3	229.50	Coin counter and RCA extension cable replacement (PTA reimbursed 1/3 of cost)
20190926	LOCKE,SUMMER	SYCAMORE CANYON	AMAZON.COM*SQ3043WA3 A	129.17	Dollar bill counter (PTA reimbursed 1/3 of cost)
20190926	LOCKE,SUMMER	SYCAMORE CANYON	AMAZON.COM*8M2V35EF3 A	59.08	Anti-Itch lotion (Health Office)
				760.97	
20190902	MARSMAN,MATTHEW	INFORMATION TECHNOLOGY	AMZN MKTP US*MO86J3252	64.62	ABN Lashing straps, 3, 10-packs
20190906	MARSMAN,MATTHEW	INFORMATION TECHNOLOGY	CRUCIAL.COM	48.48	Computer memory
20190908	MARSMAN,MATTHEW	INFORMATION TECHNOLOGY	WILLY'S ELECTRONICS	14.36	VGA cable w/3.5mm, 15'
20190908	MARSMAN,MATTHEW	INFORMATION TECHNOLOGY	WILLY'S ELECTRONICS	14.36	VGA cable w/ 3.5mm 15'
20190908	MARSMAN,MATTHEW	INFORMATION TECHNOLOGY	WILLY'S ELECTRONICS	3.64	Decora wall plate cover
20190908	MARSMAN,MATTHEW	INFORMATION TECHNOLOGY	WILLY'S ELECTRONICS	57.97	Raceway, junction box, ss wallplate with VGA & AV
20190908	MARSMAN,MATTHEW	INFORMATION TECHNOLOGY	WILLY'S ELECTRONICS	247.39	VGA cable, Wall plate cover, wall plate insert VGA+3.5, Junction box, VGA cable 15', Raceway
20190909	MARSMAN,MATTHEW	INFORMATION TECHNOLOGY	AMAZON.COM*MO3UA0Q40	43.80	VisionTek 2GB graphics card
20190918	MARSMAN,MATTHEW	INFORMATION TECHNOLOGY	SIMPLISAFE	24.99	Security system
20190920	MARSMAN,MATTHEW	INFORMATION TECHNOLOGY	AMZN MKTP US*K61569XN3	68.94	VIVO Dual LCD monitor desk mount stands
20190920	MARSMAN,MATTHEW	INFORMATION TECHNOLOGY	WALGREENS #09817	9.69	Batteries
20190925	MARSMAN,MATTHEW	INFORMATION TECHNOLOGY	AMZN MKTP US*4459B1RC3	11.69	HDMI to VGA adapter
20190929	MARSMAN,MATTHEW	INFORMATION TECHNOLOGY	AMZN MKTP US*Y96IE7NB3	52.40	UAG Folio ipad pro case & LC to LC fiber patch cable
20190929	MARSMAN,MATTHEW	INFORMATION TECHNOLOGY	AMZN MKTP US*778JG6J3	214.42	Sonnet Solo 10Gigabit ethernet adapter
20190929	MARSMAN,MATTHEW	INFORMATION TECHNOLOGY	AMAZON.COM*UX3WU8MP3	43.05	Cyber Acoustics desktop computer speaker with subwoofer
20190929	MARSMAN,MATTHEW	INFORMATION TECHNOLOGY	AMZN MKTP US*TL1HY5HW3	86.10	10 ipod cases
20190929	MARSMAN,MATTHEW	INFORMATION TECHNOLOGY	AMAZON.COM*EU59Y5Z3	43.05	Cyber Acoustics desktop computer speaker with subwoofer
				1,048.95	
20190910	MCGINTY,MIRIAM	SPECIAL EDUCATION	AMZN MKTP US*F09E76X63	94.37	Play kitchen for assessment classroom
20190910	MCGINTY,MIRIAM	SPECIAL EDUCATION	AMZN MKTP US*562O92V63	40.53	Classroom behavior management supplies
20190915	MCGINTY,MIRIAM	SPECIAL EDUCATION	AMZN MKTP US*SX5HV7LM3	20.64	Name stamp for student
20190918	MCGINTY,MIRIAM	SPECIAL EDUCATION	AMZN MKTP US*CX1BK6903	70.15	Occupational Therapy supplies
20190918	MCGINTY,MIRIAM	SPECIAL EDUCATION	AMAZON.COM*JY8UY18P3 A	24.87	Admin office supplies
20190919	MCGINTY,MIRIAM	SPECIAL EDUCATION	AMZN MKTP US*7061F3AZ3	15.00	Learning Board for classroom
20190919	MCGINTY,MIRIAM	SPECIAL EDUCATION	AMZN MKTP US*8Z0U87EU3	10.40	Geometric puzzle for classroom
20190920	MCGINTY,MIRIAM	SPECIAL EDUCATION	AMZN MKTP US*L25KL2HU3	45.99	Trampoline for SDC student
20190920	MCGINTY,MIRIAM	SPECIAL EDUCATION	AMZN MKTP US*Y54Y06LD3	25.60	String and blocks for Mod/severe SDC classroom
20190923	MCGINTY,MIRIAM	SPECIAL EDUCATION	AMAZON.COM*5S8PA3GM3	49.45	Admin supplies: ink for VI printer
				397.00	
20190913	MINUTELLI,DAWN	EDUCATIONAL SERVICES	AMAZON.COM*AM9BR2LB3	39.31	Prof. Dev. - supplies/books
20190920	MINUTELLI,DAWN	EDUCATIONAL SERVICES	AMAZON.COM*HW1TJ7473	39.31	Prof. Dev. - supplies/books
20190923	MINUTELLI,DAWN	EDUCATIONAL SERVICES	TARGET 00009977	21.06	Prof. Dev. - supplies/food - Principal's PD
20190923	MINUTELLI,DAWN	EDUCATIONAL SERVICES	AMAZON.COM*KG4C18AM3	46.71	Prof. Dev. - supplies/books
20190930	MINUTELLI,DAWN	EDUCATIONAL SERVICES	LOVE AND LOGIC INSTITU	131.70	Prof. Dev. - supplies/books
				278.09	
20190909	MONTLER,BONNER M	EDUCATIONAL SERVICES	ADOBE *ACROPRO SUBS	179.88	Annual software subscription for Acrobat DC Pro, allows for managing and creating pdf reports
20190920	MONTLER,BONNER M	EDUCATIONAL SERVICES	CPM EDUCATIONAL PROGRA	207.41	College Preparatory Mathematics (CPM) blackline master for student unit packets, Spanish version
20190930	MONTLER,BONNER M	EDUCATIONAL SERVICES	EASELly INFOGRAPHICS	36.00	Annual software subscription for Easel ly. Used for creating info-graphics for reports and presentations
				423.29	
20190912	NELSON,REBECCA	CHET F. HARRITT	WAL-MART #1917	35.30	Supplies for Special Ed classroom
20190912	NELSON,REBECCA	CHET F. HARRITT	IKEA CLICK & COLLECT 3	134.66	Three shelf units for Special Ed classroom
20190913	NELSON,REBECCA	CHET F. HARRITT	THE HOME DEPOT #0673	32.27	Supplies for Special Ed classroom
20190920	NELSON,REBECCA	CHET F. HARRITT	AMZN MKTP US*P22BG59B3	6.98	Supplies for Special Ed classroom
20190920	NELSON,REBECCA	CHET F. HARRITT	AMZN MKTP US*48KF7QY3	44.97	Supplies for Special Ed classroom
20190925	NELSON,REBECCA	CHET F. HARRITT	AMZN MKTP US*DW6TX8FW3	19.99	Supplies for Special Ed classroom
				274.17	
20190910	OLANDER,MICHAEL	PUPIL SERVICES	AMZN MKTP US*C645S0TL3	22.99	Replacement computer charger
20190911	OLANDER,MICHAEL	PUPIL SERVICES	PAYPAL *SANDCASP	50.00	Registration for J. Niemiec conference
20190912	OLANDER,MICHAEL	PUPIL SERVICES	PAYPAL *SANDCASP	50.00	Registration for P. Kaas conference
20190926	OLANDER,MICHAEL	PUPIL SERVICES	AMZN MKTP US*185V99ON3	98.14	Charger and battery for 2 way radio
				221.13	

PURCHASE DATE	CARDHOLDER	DEPARTMENT	MERCHANT NAME	PURCHASE AMOUNT	PURCHASE DESCRIPTION
20190917	PARKER,HEIDI MARIA	PRIDE ACADEMY	AMAZON.COM*J81WJ14L3	70.19	Student engagement
				70.19	
20190904	PEZONE,MELYNDA	CARLTON OAKS	AMZN MKTP US*R829K3GU3	17.99	Light filter covers for IRT classroom
20190905	PEZONE,MELYNDA	CARLTON OAKS	AMZN MKTP US*MO59R1MF0	30.99	Light filter covers for IRT classroom
20190905	PEZONE,MELYNDA	CARLTON OAKS	AMZN MKTP US*3K29I5QS3	39.98	Brass hose shut-off valves
20190908	PEZONE,MELYNDA	CARLTON OAKS	WWW.ACTIVE4.ME	249.00	Run Club membership
20190909	PEZONE,MELYNDA	CARLTON OAKS	WWW.ACTIVE4.ME	(249.00)	Run Club membership refund - wrong level of membership
				88.96	
20190927	PIERCE,STEPHANIE	EDUCATIONAL SERVICES	ASSOC SUPERV AND CURR	89.00	ACSD membership (On-line access to Professional Development materials) S. Pierce
				89.00	
20190902	PROUTY,DANIEL J	INSTRUCTIONAL TECHNOLOGY	PADLET PADLET SOFTWARE	99.00	Annual software subscription for ERC personnel
20190908	PROUTY,DANIEL J	INSTRUCTIONAL TECHNOLOGY	WWW.STENHOUSE.COM	220.89	Curriculum books
20190918	PROUTY,DANIEL J	INSTRUCTIONAL TECHNOLOGY	AMZN MKTP US*Q44A1JL3	32.30	Toner cartridge for laser printer
20190920	PROUTY,DANIEL J	INSTRUCTIONAL TECHNOLOGY	WWW.STENHOUSE.COM	44.18	Curriculum book
20190922	PROUTY,DANIEL J	INSTRUCTIONAL TECHNOLOGY	AMAZON.COM*1E94C89C3	94.82	Logitech presentation remote
20190927	PROUTY,DANIEL J	INSTRUCTIONAL TECHNOLOGY	AMAZON.COM*FC3QN5UT3	40.89	Curriculum book for ERC
20190930	PROUTY,DANIEL J	INSTRUCTIONAL TECHNOLOGY	EASELLY INFOGRAPHICS	36.00	Annual software subscription for ERC personnel
				568.08	
20190906	RIFFEL,MEREDITH	PUPIL SERVICES	AMZN MKTP US	(19.37)	Returned item
20190906	RIFFEL,MEREDITH	PUPIL SERVICES	AMZN MKTP US	(25.39)	Returned item
20190913	RIFFEL,MEREDITH	PUPIL SERVICES	VONS #1897	99.00	Bus passes for homeless
20190919	RIFFEL,MEREDITH	PUPIL SERVICES	GIANT NEW YORK PIZZA	120.12	Dinner for parenting class
20190919	RIFFEL,MEREDITH	PUPIL SERVICES	SMART AND FINAL 398	37.41	Food for parenting class
20190920	RIFFEL,MEREDITH	PUPIL SERVICES	VONS #1897	6.99	Food for parenting class
				218.76	
20190910	SAUNDERS,LEAH	CARLTON HILLS	AMZN MKTP US*WX7P23O33	56.96	Safety Patrol vests
20190911	SAUNDERS,LEAH	CARLTON HILLS	AMZN MKTP US*MO5MI7230	17.99	Student sensory shirt
20190912	SAUNDERS,LEAH	CARLTON HILLS	SMART AND FINAL 581	17.98	PBIS incentives for ROAR planners in Jr. High
20190912	SAUNDERS,LEAH	CARLTON HILLS	MICHAELS STORES 5045	38.52	Office supplies for PBIS and attendance incentives
20190912	SAUNDERS,LEAH	CARLTON HILLS	AMZN MKTP US*BJ4QA0HP3	15.98	Pencil grips and sensory incentives
20190915	SAUNDERS,LEAH	CARLTON HILLS	AMZN MKTP US*ZQ2YH8MR3	6.99	Student incentives PBIS
20190919	SAUNDERS,LEAH	CARLTON HILLS	AMZN MKTP US*IW94L1933	22.89	PBIS/ Social Emotional sensory break supplies
20190919	SAUNDERS,LEAH	CARLTON HILLS	AMZN MKTP US*WT2820XT3	51.61	Custodial supplies
20190920	SAUNDERS,LEAH	CARLTON HILLS	AMZN MKTP US*SF5LO7YY3	7.29	Elephant watering can
20190922	SAUNDERS,LEAH	CARLTON HILLS	AMZN MKTP US*KN5334SN3	12.99	PBIS Social/Emotional break timers
20190924	SAUNDERS,LEAH	CARLTON HILLS	AMZN MKTP US*7COVH9X13	14.00	ROAR incentives/PBIS
20190924	SAUNDERS,LEAH	CARLTON HILLS	AMZN MKTP US*329ZX76W3	25.98	PBIS: Social Emotional timers
20190924	SAUNDERS,LEAH	CARLTON HILLS	AMAZON.COM*0J3NM94V3 A	24.44	PBIS Roar literature
20190929	SAUNDERS,LEAH	CARLTON HILLS	AMZN MKTP US*RM3FW66X3	19.96	Noise reduction ear protection: Social Emotional students on IEPs
20190929	SAUNDERS,LEAH	CARLTON HILLS	AMZN MKTP US*UJQO53D3	79.76	Social Emotional: PBIS: Light filters for 504 student
				413.34	
20190905	SHEEN,KRISTINA D	OST PROGRAMS	SANDIEGOPADRES	200.00	Down payment for Padre game field trip in Spring
20190906	SHEEN,KRISTINA D	OST PROGRAMS	3749 EL POLLO LOCO	34.76	Food for staff meeting at ASES
20190906	SHEEN,KRISTINA D	OST PROGRAMS	WAL-MART #1917	43.36	Chet F Harritt clothes for students who have any kid of accidents
20190917	SHEEN,KRISTINA D	OST PROGRAMS	THE WRAPSHACK	56.70	Food for site meeting Rio Seco Project SAFE
20190918	SHEEN,KRISTINA D	OST PROGRAMS	FOXES PIZZA DEN - SANT	42.00	Pizza for staff meeting at Chet F Harritt
20190919	SHEEN,KRISTINA D	OST PROGRAMS	ESTRADAS MEXICAN FOOD	54.31	Lunch for staff meeting at Carlton Hills Project SAFE
20190923	SHEEN,KRISTINA D	OST PROGRAMS	IN N OUT BURGER 279	43.26	Lunch for Carlton Oaks staff meeting
20190924	SHEEN,KRISTINA D	OST PROGRAMS	FOOD4LESS #0349	41.89	Ice Cream Social at Sycamore Canyon YALE
20190927	SHEEN,KRISTINA D	OST PROGRAMS	IN N OUT BURGER 279	31.57	Staff meeting lunch at Sycamore Canyon Project Safe
				547.85	
20190915	SIMPSON,DEBRA	RIO SECO	AMZN MKTP US*9K6BY8HT3	33.98	Safety Vests for VP, Dean of Students
20190915	SIMPSON,DEBRA	RIO SECO	PARTYSUPPLIESDELIVERED	104.09	PBIS Star tickets
20190920	SIMPSON,DEBRA	RIO SECO	MEDOFFICEDIRECT	109.91	Nurse supplies: Calamine lotion
				247.98	

PURCHASE DATE	CARDHOLDER	DEPARTMENT	MERCHANT NAME	PURCHASE AMOUNT	PURCHASE DESCRIPTION
20190905	SOUTHCOTT,STEPHANIE	CARLTON HILLS	AMZN MKTP US*MO2612M50	27.76	Items for calm down kits
20190906	SOUTHCOTT,STEPHANIE	CARLTON HILLS	AMZN MKTP US*MN3J06SG3	145.71	Items for calm down kits
20190910	SOUTHCOTT,STEPHANIE	CARLTON HILLS	AMAZON.COM*MO9580DD0	53.93	Counseling resources
20190924	SOUTHCOTT,STEPHANIE	CARLTON HILLS	AMAZON.COM*GN2ZE29A3	28.67	Staff incentives
20190927	SOUTHCOTT,STEPHANIE	CARLTON HILLS	AMZN MKTP US*3C6J87BY3	34.75	Office supplies
20190927	SOUTHCOTT,STEPHANIE	CARLTON HILLS	WALMART.COM	251.87	Teaching supplies for small groups
20190930	SOUTHCOTT,STEPHANIE	CARLTON HILLS	VONS #1897	49.55	Flowers for volunteer
				<u>592.24</u>	
20190920	STORM,BRYCE	FACILITIES, MAINTENANCE & OPERATION	LIGHTING2LIGHTBULBS LL	86.89	Lighting brackets for all sites
				<u>86.89</u>	
				<u>17,112.46</u>	

Consent Item D.2.7.
Prepared by Karl Christensen
November 5, 2019

Approval to Submit Application for PL 81-874 and
Designation of Authorized Representative

BACKGROUND:

PL 81-874 Federal Impact Aid is available to districts for students whose parents live or work on military bases or at other federal facilities. Part of the application process for obtaining the PL 81-874 money requires that we receive approval for the application process, which is prepared online in January, from our Board of Education. The Board is also required to name an authorized District representative.

RECOMMENDATION:

It is recommended that the Board of Education approve filing the application for PL 81-874 Federal Impact Aid funds for fiscal year 2019-20 and name Karl Christensen, Assistant Superintendent of Business Services, as the authorized District representative.

SUPPORTED	STRATEGIC OBJECTIVE	DESCRIPTION
✓	Fiscal Accountability	Financially support the vision, mission, and goals of the District by maximizing resources, controlling expenses, and managing assets to ensure fiscal solvency and flexibility

FISCAL IMPACT:

Estimated revenue of \$120,000. For 2018-19, the District received \$148,702 in Federal Impact Aid funds.

STUDENT ACHIEVEMENT IMPACT:

This is a fiscal item. All fiscal resources impact student achievement.

Motion: _____ Second: _____ Vote: _____

Agenda Item D.2.7.

Consent Item D.2.8.
Prepared by Karl Christensen
November 5, 2019

Adoption of Resolution No. 1920-09 of the Board
of Education Acknowledging the District's Application
to the State Facilities Program is Beyond Bond
Authority

BACKGROUND:

The District recently submitted an application to the Office of Public School Construction to be reimbursed for costs associated with the Pepper Drive HVAC Replacement/Modernization Project.

Since the State's bonding authority to issue bonds to fund the School Facilities Programs has been exhausted, the State requires the Board pass a resolution acknowledging its understanding of such.

RECOMMENDATION:

It is recommended that the Board of Education adopt Resolution No. 1920-09 acknowledging the District's application to the State Facilities Program is beyond bond authority.

SUPPORTED	STRATEGIC OBJECTIVE	DESCRIPTION
✓	Fiscal Accountability	Financially support the vision, mission, and goals of the District by maximizing resources, controlling expenses, and managing assets to ensure fiscal solvency and flexibility

FISCAL IMPACT:

Up to \$1.9 million in State Grants for modernization.

STUDENT ACHIEVEMENT IMPACT:

This is a fiscal item. All fiscal resources impact student achievement.

Motion: _____ Second: _____ Vote: _____

Agenda Item D.2.8.

RESOLUTION NO. 1920-09

RESOLUTION OF THE BOARD OF EDUCATION OF THE SANTEE
SCHOOL DISTRICT

WHEREAS, the Board of Education ("School Board") has determined that school facilities within the Santee School District (the "District"), within San Diego County need to be modernized; and

WHEREAS, the State Allocation Board (SAB) has established an "Applications Received Beyond Bond Authority List" for projects that have been received.

Pursuant to title 2, Code of California Regulations section 1859.95.1, the School Board of the Santee School District hereby acknowledges the following:

(1) the Board acknowledges that the remaining School Facility Program bond authority is currently exhausted for the funds being requested on this application.

(2) the Board acknowledges that the State of California is not expected nor obligated to provide funding for the project(s) and the acceptance of the application(s) does not provide a guarantee of future State funding.

(3) the Board acknowledges that any potential future State bond measures for the School Facility Program may not provide funds for the application being submitted.

(4) the Board acknowledges that criteria (including, but not limited to, funding, qualifications, and eligibility) under a future State school facilities program may be substantially different than the current School Facility Program. The district's Approved Application(s) may be returned.

(5) the Board acknowledges that they are electing to commence any pre-construction or construction activities at the district's discretion and that the State is not responsible for any pre-construction or construction activities.

ADOPTED, SIGNED, AND APPROVED this 5th day of November, 2019.

BOARD OF EDUCATION OF
THE SANTEE SCHOOL
DISTRICT

BY: _____
Ken Fox, President

Attest:

Barbara Ryan, Clerk

Consent Item D.2.9.
 Prepared by Karl Christensen
 November 5, 2019

Final Pricing and Costs of Issuance for the
 Sale of Series 2018A General Obligation
 Bonds

BACKGROUND:

Board Policy 7214 requires that the Board be presented with the actual issuance cost information and final sale details, including interest rates and total debt service, and shall disclose that information at the Board's next scheduled meeting after the sale of any General Obligation Bonds.

On October 9, 2019, the District sold \$15,370,000 in General Obligation Bonds authorized by the voters on November 6, 2018 with passage of Measure S, which reauthorized that amount of unsold bonds from the November 2006 election. Below are details of that transaction:

Description	Rate	Amount
Par Amount of Bonds Sold (1 st Maturity 8/1/2021; Last Maturity 8/1/2029)	4.00%	\$15,370,000.00
LESS: Costs of Issuance		\$190,000.00
Net Proceeds for Construction		\$15,180,000.00
Premium on Bonds Sold		\$2,075,348.85
Underwriter's Fee Paid from Premium (% of Par)	0.40%	\$61,480.00
Premium Deposited in Debt Service Fund		\$2,013,868.85
ADD: Net Interest Paid to Bondholders	1.15%	\$921,324.48
Total Interest		\$2,935,193.33

Details of the Costs of Issuance and the Debt Service schedule for the bonds are attached.

RECOMMENDATION:

It is recommended that the Board of Education accept the final pricing and costs of issuance for the sale of Series 2018A General Obligation Bonds.

This recommendation supports the following goal(s):

SUPPORTED	STRATEGIC OBJECTIVE	DESCRIPTION
✓	Learning Environment	Provide a safe, engaging environment that promotes creativity, innovation, and personalized learning
✓	Fiscal Accountability	Financially support the vision, mission, and goals of the District by maximizing resources, controlling expenses, and managing assets to ensure fiscal solvency and flexibility

FISCAL IMPACT:

The final pricing and costs of issuance of Measure S bonds are detailed in the attached documents.

STUDENT ACHIEVEMENT IMPACT:

This is a fiscal item. All fiscal resources impact student achievement.

Motion: _____ Second: _____ Vote: _____

Agenda Item D.2.9.

NET DEBT SERVICE

Santee School District
 General Obligation Bonds, Election of 2018 Series 2019
 Non-Callable
 FINAL NUMBERS

Date	Principal	Coupon	Interest	Total Debt Service	Tax-Exempt Debt Service Fund	Taxable Debt Service Fund	Net Debt Service
12/01/2019	1,000,000	1.910%	1,273.33	1,001,273.33		-1,001,273.33	
02/01/2020			134,120.00	134,120.00	-134,120.00		
08/01/2020			287,400.00	287,400.00	-287,400.00		
02/01/2021			287,400.00	287,400.00	-287,400.00		
08/01/2021	2,135,000	4.000%	287,400.00	2,422,400.00	-287,400.00		2,135,000.00
02/01/2022			244,700.00	244,700.00	-16,275.52		228,424.48
08/01/2022	1,780,000	4.000%	244,700.00	2,024,700.00			2,024,700.00
02/01/2023			209,100.00	209,100.00			209,100.00
08/01/2023	1,935,000	4.000%	209,100.00	2,144,100.00			2,144,100.00
02/01/2024			170,400.00	170,400.00			170,400.00
08/01/2024	2,095,000	4.000%	170,400.00	2,265,400.00			2,265,400.00
02/01/2025			128,500.00	128,500.00			128,500.00
08/01/2025	2,260,000	4.000%	128,500.00	2,388,500.00			2,388,500.00
02/01/2026			83,300.00	83,300.00			83,300.00
08/01/2026	925,000	4.000%	83,300.00	1,008,300.00			1,008,300.00
02/01/2027			64,800.00	64,800.00			64,800.00
08/01/2027	1,000,000	4.000%	64,800.00	1,064,800.00			1,064,800.00
02/01/2028			44,800.00	44,800.00			44,800.00
08/01/2028	1,080,000	4.000%	44,800.00	1,124,800.00			1,124,800.00
02/01/2029			23,200.00	23,200.00			23,200.00
08/01/2029	1,160,000	4.000%	23,200.00	1,183,200.00			1,183,200.00
	15,370,000		2,935,193.33	18,305,193.33	-1,012,595.52	-1,001,273.33	16,291,324.48

**Santee School District
2018A General Obligation Bonds
Estimated Costs of Issuance as of:**

10/9/19

Par Amount **\$15,370,000.00**

Estimated Costs of Issuance

Dale Scott & Company Inc.

Financial Advisor Fee **\$85,000.00**

Reimbursable Expenses

Other Expenses	4,470.50
Calmini Research	3,100.00
Courier & Delivery	150.00
Official Statement Printing and misc expenses	550.00
	\$8,270.50

Orrick Herrington & Sutcliffe

Bond Counsel Fee	\$49,500.00
Disclosure Counsel Fee	\$22,500.00
	\$72,000.00

Standard & Poor's

Rating Fee	\$19,500.00
	\$19,500.00

Zions Bank

Acceptance	\$250.00
Costs of Issuance Administration	250.00
	\$500.00

San Diego County

Paying Agent Fee	\$1,500.00
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Total Costs of Issuance w/o UW or Insurance \$186,770.50

Contingency \$3,229.50

Total in Cost of Issuance Account **\$190,000.00**

Consent Item D.3.1.
Prepared by Dr. Stephanie Pierce
November 5, 2019

Approval of Panorama Education Survey

BACKGROUND:

The Panorama Education surveys provide information on climate and culture, school connectedness, discipline and rules, and safety. The survey is a tool that can be used in our Local Control Accountability Plan (LCAP) for local data measures. This survey meets the requirements of reliability and validity as a local measure. The survey is designed for specific grade levels and there is a student, staff, and parent survey. This survey will replace our district created survey known as caring schools. We also have the California Healthy Kids Survey (CHKS), which does meet LCAP requirements. We would be able to replace the CHKS survey for local measures as well. We would also be able to use the Panorama parent survey to meet the requirements of the LCAP parent engagement local measure.

RECOMMENDATION:

Administration recommends the Board of Education approve the purchase of the Panorama Education Surveys.

FISCAL IMPACT:

The total cost of Panorama Education for all 3-8 grade student, parent and staff surveys will be \$22,400.

STUDENT ACHIEVEMENT IMPACT:

The analysis of surveys allows teachers and administration to make decisions on how best to support student engagement, safety, and student well-being.

Motion: _____ Second: _____ Vote: _____

Agenda Item D.3.1.

Consent Item D.4.1. Personnel, Regular
 Prepared by Tim Larson
 November 5, 2019

BACKGROUND:

The following personnel appointments, changes of status, leave requests, resignations, dismissals and consultant requests are submitted for Board consideration. Italicized information indicates a change.

Certificated Staff

A. New Appointments:

Employee	Location	Class/Step/Position #	Previous Annual Salary	New Annual Salary	Effective Date
1. Hohimer, Donald	Chet F. Harritt	V-11 #30012030	\$0.00	\$76,816.00	10-07-19

B. Temporary Rehires:

Employee	Location	Class/Step/Position #	Previous Annual Salary	New Annual Salary	Effective Date

C. Change of Status/Location:

Employee	Location	Class/Step/Position #	Previous Annual Salary	New Annual Salary	Effective Date
1. Boulais, Alicen	Educational Resource Center	III-12 to IV-12 #10324324	\$68,116.00	\$73,421.00	08-14-19
2. Philbin, Molly	Carlton Hills	IV-04 to IV-06 #30013364	\$56,445.00	\$60,689.00	09-17-19

D. Unpaid Leave Requests:

Employee	Location	Class/Step	Reason	Recommendation	Effective Date

E. Resignations:

Employee	Location	Class/Step	Reason	Effective Date

F. 39-Month Reemployment:

Employee	Location	Class/Step	Reason	Effective Date

G. Dismissals:

Employee	Location	Class/Step	Effective Date

Classified Staff

H. New Appointments:

Employee	Location	Position/Class/Hours/ Position #	Previous Monthly Salary	New Monthly Salary	Effective Date
1. Board, Jessica	Rio Seco	Instructional Assistant, Special Ed II 21 A / 6.0 hrs #30004379	\$0.00	\$2,119.00	09-23-19
2. Ciaccio, Anthony	Transportation	Bus Driver I 25 A / 6.0 hrs #30013530	\$0.00	\$2,576.60	10-10-19
3. Grotovsky, Katherine	Rio Seco	Project SAFE Assistant 17 A / 2.75 hrs #10325032	\$0.00	\$871.65	10-09-19

Classified Staff continued

H. New Appointments continued:

4. Gutierrez, Maria	Cajon Park	Custodian II 23 A / 4.0 hrs #10326420	\$0.00	\$1,558.27	09-30-19
5. Habibullah, Ali	Chet F. Harritt	Custodian II 23 A / 6.0 hrs #10326424	\$0.00	\$2,337.40	09-30-19
6. Hoye, Leslie	Cajon Park	Instructional Assistant, Special Ed II 21 A / 6.0 hrs #30002174	\$0.00	\$2,119.00	09-18-19
7. Lopez, Minerva	Educational Resource Center	Bilingual Clerical Assistant 23 A / 3.75 hrs #10327718	\$0.00	\$1,461.03	10-07-19
8. Mowrey, Kimberly	Cajon Park	Instructional Assistant, Special Ed II 21 A / 6.0 hrs #30013132	\$0.00	\$2,119.00	10-02-19
9. Navarro, Wendy	Transportation	Van Driver 22 A / 5.83 hrs #30002104	\$0.00	\$2,162.69	10-07-19
10. Perez, Naidin	Rio Seco	Project SAFE Assistant 17 A / 3.0 hrs #10325042	\$0.00	\$801.45	10-10-19
11. Purcell, Jessica	Hill Creek	Instructional Assistant I 19 A / 2.5 hrs #10327059	\$0.00	\$800.58	10-14-19
12. Ribby, Elizabeth	PRIDE Academy	Out-of-School-Time Group Leader 19.5 A / 3.75 hrs #10325040	\$0.00	\$1,130.80	09-25-19
13. Roehrich, Richard	Carlton Hills	Instructional Assistant I 19 A / 3.25 hrs #10327019	\$0.00	\$1,040.89	09-23-19
14. Trick, Michelle	Rio Seco	Campus Aide 15 A / 2.0 hrs #10327491	\$0.00	\$526.93	10-01-19

I. Rehires:

Employee	Location	Position/Class/Hours/ Position #	Previous Monthly Salary	New Monthly Salary	Effective Date

J. Change of Status/Location:

Employee	Location	Position/Class/Hours/ Position #	Previous Monthly Salary	New Monthly Salary	Effective Date
1. Achenbach, Peggy	Transportation	Bus Driver I 25 E / 6.0 hrs to 25 E / 7.25 hrs #10326215	\$3,131.70	\$3,784.35	09-01-19
2. Barto, Duane	Transportation	Bus Driver I 25 C / 6.17 hrs to 25 C / 6.5 hrs #30004405	\$2,921.17	\$3,077.21	10-01-19
3. Candelario, Mirella	Chet F. Harritt to Cajon Park	Project SAFE Assistant 17 B / 3.92 hrs to Instructional Assistant, Language English Proficiency 20 A / 3.5 hrs #10327297	\$1,195.86	\$1,176.93	10-01-19

Classified Staff continued

J. Change of Status/Location continued:

4. Catanus, Joanna	Carlton Hills	Project SAFE Assistant 17 B / 3.5 hrs to <i>Out-of-School-Time Group Leader</i> 19.5 A / 5.75 hrs #10325055	\$1,067.73	\$1,886.32	09-23-19
5. Cerros, Laura	Transportation	Bus Driver I 25 D / 6.42 hrs to 25 D / 6.58 hrs #10326236	\$3,190.95	\$2,348.16	10-01-19
6. Clark, Alison	Cajon Park to <i>Technology and Communication Services</i>	Student Attendance Clerk 22 E / 4.5 hrs to 22 E / 4.5 hrs #30013497	\$1,847.18	\$1,847.18	09-16-19
7. Comonfort, Omar	Transportation	Van Driver 22 A / 6.0 hrs to 22 A / 6.33 hrs #30011633	\$2,225.60	\$2,225.60	10-01-19
8. Darrell, Andrew	Transportation	Bus Attendant 19 B / 4.0 hrs to 19 B / 4.42 hrs #30008598	\$1,345.07	\$1,486.30	10-01-19
9. Dougherty, Lisa	Transportation	Bus Driver I 25 E / 6.0 hrs to 25 E / 6.33 hrs #10326216	\$3,131.70	\$3,304.15	10-01-19
10. Gallardo, Henry	Transportation	Bus Driver I 25 C / 6.08 hrs to 25 C / 6.58 hrs #10326220	\$2,878.37	\$3,115.08	10-01-19
11. Hocking, Patricia	Transportation	Bus Driver I 25 E / 6.5 hrs to 25 E / 7.17 hrs #10326229	\$3,799.80	\$4,191.70	10-01-19
12. Kent, Paula	Transportation	Bus Attendant 19 B / 5.75 hrs to 19 B / 6.0 hrs #30008597	\$1,933.67	\$2,017.60	10-01-19
13. Lopez-Villalva, Marisela	Chet F. Harritt to <i>Carlton Oaks</i>	Campus Aide 15 E / 2.0 hrs to <i>Instructional Assistant, Language English Proficiency</i> 20 E / 3.5 hrs #10327302	\$691.70	\$1,546.27	10-02-19
14. Nasser, Eva	Pepper Drive to <i>Cajon Park</i>	Campus Aide 15 A / 2.0 hrs to 15 A / 2.0 hrs #10327475	\$526.93	\$526.93	09-30-19
15. Pappalardo, Michelle	Pepper Drive to <i>Hill Creek</i>	Student Support Assistant 27.5 D / 6.0 hrs to 27.5 D / 6.0 hrs #30003654	\$3,372.20	\$3,372.20	09-16-19
16. Rhodes, Lacy	Chet F. Harritt	Campus Aide 15 D / 2.0 hrs to 15 D / 3.25 hrs #30008597	\$610.13	\$991.59	10-01-19

Classified Staff continued

J. Change of Status/Location continued:

17. Prescott, Kathryn	Chet F. Harritt to <i>Cajon Park</i>	Student Attendance Clerk 22 B / 3.75 hrs to 22 B / 4.5 hrs #10327748	\$1,330.14	\$1,595.98	09-23-19
18. Reyes, Urijah	Transportation	Bus Attendant 19 B / 5.0 hrs to 19 B / 4.83 hrs #30013618	\$1,681.33	\$1,624.30	10-01-19
19. Santiago, Chimane	Sycamore Canyon to <i>Carlton Hills</i>	Food Service Worker I-A 20 B / 1.25 hrs to <i>Instructional Assistant I</i> 19 A / 3.25 hrs #30007991	\$441.60	\$1,040.89	09-23-19
20. Thomas, Lynn	Transportation	Bus Driver I 25 B / 6.0 hrs to 25 B / 6.08 hrs #30011046	\$2,705.30	\$2,741.37	10-01-19
21. Velasquez, Alicia	Transportation	Bus Attendant 19 B / 4.17 hrs to 19 B / 4.42 hrs #30010108	\$1,402.37	\$1,486.30	10-01-19

K. Unpaid Leave Requests:

Employee	Location	Position/Class/Hours	Reason	Recommendation	Effective Date

L. Resignations:

Employee	Location	Position	Reason	Effective Date
1. Calnan, Colby	Rio Seco	Campus Aide	Resignation	10-19-19
2. Feeney, Mariann	Rio Seco	Project SAFE Assistant	Helping a sick friend	10-15-19
3. Prochazka, Alanda	Carlton Oaks	Instructional Assistant, Special Ed II	Personal	10-17-19
4. Ribby, Elizabeth	PRIDE Academy	Out-of-School-Time Group Leader	Resignation	11-09-19
5. Wilson, Dannielle	Carlton Hills	Campus Aide	Medical	11-01-19

M. 39-63 Month Reemployment:

Employee	Location	Position/Class/Hours	Effective Date

N. Dismissals:

Employee	Location	Position	Effective Date

RECOMMENDATION:

It is recommended that the Board of Education approve the listed personnel appointments, changes of status, leave requests, resignations, dismissals, and consultants.

Motion: _____ Second: _____ Vote: _____

Agenda Item D.4.1.

BACKGROUND:

Due to the modernization process at Chet F. Harritt school, the Out-of-School Time (OST) Program anticipates needing additional staff to get the portables emptied out. This must be completed before the portables are moved. The OST programs will be in session during this time so the move will need to be spread out over time. The specific dates and times will be determined as OST coordinates with the Maintenance and Operations Department.

Education Code section 45103 allows a governing Board to employ "short term employees" by designating the classification needed and a start and end time for the service. Presented tonight for Board approval are several short term employment opportunities.

RECOMMENDATION:

It is recommended that the Board of Education approve short term employment for the following positions:

- One (1) Mover/Delivery Driver and three (3) mover positions for the OST program for up to four (4) hours per day as needed, per person; during the period of November 6 through December 13, 2019, excluding holidays.

FISCAL IMPACT:

The approximate cost to employ the short term positions are as follows:

- Mover/Delivery Driver positions – Approximately \$94.02 per person, up to 4 hours per day
- Mover positions – Approximately \$94.02 per person, up to 4 hours per day
- All positions for OST / YALE will be paid from the fee-based programs

STUDENT ACHIEVEMENT IMPACT:

This is a fiscal item. All fiscal resources impact student achievement.

Motion: _____ Second: _____ Vote: _____

Agenda Item D.4.2.

Consent Item D.4.3.

Approval of Internship Contract Agreement with Brandman University

Prepared by Tim Larson
November 5, 2019

BACKGROUND:

Santee School District originally entered an internship agreement with Brandman University on February 16, 2016 providing the District with intern candidates for a specific period of time. Each intern will work under the direct and continuing supervision of a Brandman University supervisor from the San Diego Campus, and District mentor who will provide general support at the classroom level. This agreement has served useful over the past few years and will terminate on February 28, 2020.

Approval of the internship contract agreement will be effective March 1, 2020 through March 1, 2023. The agreement may be terminated and the provisions of this agreement may be altered, changed or amended by mutual consent of both parties upon sixty (60) days written notice.

RECOMMENDATION:

It is recommended that the Board of Education approve the internship contract agreement with Brandman University.

FISCAL IMPACT:

There is no additional cost as a result of implementing this program.

STUDENT ACHIEVEMENT IMPACT:

This agreement will support student learning by increasing the pool of qualified teachers and to better prepare future teachers.

Motion: _____ Second: _____ Vote: _____

Agenda Item D.4.3.



INTERNSHIP CONTRACT AGREEMENT

by and between

BRANDMAN UNIVERSITY

and

Santee School District

- **Multiple Subject Internship Credential**
- **Single Subject Internship Credential**
- **Education Specialist Internship Credential**

An Internship Credential authorizes the same service at the same level as the Preliminary Credential with some exceptions. The Internship Credential is only valid in one school district or consortium under the preconditions established by State law (see Appendix A).

For this reason, interns must have a contract before a credential can be issued. Each intern candidate is to work under the direct and continuing supervision of a Brandman University Supervisor, from the San Diego Campus, and District Mentor who provides general support at the classroom level of the cooperating school. Also, the Internship Credential shall be issued initially for a two-year period. (Education Code Section 44455).

I. General Provisions

a. The UNIVERSITY agrees and verifies that:

- i. Each Intern Teacher shall have met the requirements for enrollment in its Credential Programs
- ii. Each Intern Teacher must have completed the minimum number of preservice hours of University Credential Program course work, as required by the CCTC for issuance of the Intern Credential.
- iii. Each Intern Teacher shall apply for the Internship Credential through the Teacher Accreditation Department at Brandman University, upon verification of employment from the School District.

b. The DISTRICT agrees and verifies that:

- i. The intern assumes full teaching and legal responsibility for their classroom from the first day of the teaching assignment as a paid employee of the District for at least one academic year, subject to the District's personnel policies and State law(s).

- ii. The intern will attend department and faculty meetings and parent-teacher conferences when appropriate. No intern may coach extracurricular activities nor be required to attend meetings that present a conflict with his/her internship responsibilities at Brandman University.
- iii. The intern is expected to attend all school and district in-service training sessions whenever possible. The intern will also attend assigned District and School orientations that occur prior to the start of the school. If there is a conflict between University and District training, University meetings shall take priority during the Internship period.

II. Support and Supervision Requirements

Pursuant to California Education Code §44321, the supervision and support of interns is the responsibility of both the Commission-approved teacher preparation program and the employer. The Commission requires that each approved intern program must have a signed Memorandum of Understanding (MOU) outlining the respective responsibilities of the program and of the employer.

a. General Support and Supervision Provided to All Interns

The UNIVERSITY and DISTRICT together shall provide a minimum of 144 hours of support/mentoring and supervision to each intern teacher per school year including coaching, modeling, and demonstrating within the classroom, assistance with course planning and problem-solving regarding students, curriculum, and development of effective teaching methodologies. The minimum support, mentoring and supervision provided to an intern teacher who assumes daily teaching responsibilities after the beginning of a school year shall be equal to four hours times the number of instructional weeks remaining in the school year. A minimum of two hours of support/mentoring and supervision must be provided to an intern teacher every five instructional days.

- i. The UNIVERSITY shall select supervisors that have current knowledge in their subject matter area; understand the context of public schooling; ability to model best professional practices in teaching and learning, scholarship and service; knowledge about diverse abilities, cultural, language, ethnic and gender diversity; and understanding of academic standards, frameworks, and accountability systems that drive the curriculum of public schools.
- ii. The UNIVERSITY shall provide supervision and ongoing support for a minimum of 72 hours per school year. University supervisors will conduct classroom observations a minimum of four times each term that include pre and post observation discussions. Supervisors will maintain weekly

contact with the intern to provide support related to planning, curriculum, and instruction in addition to problem solving regarding students.

iii. The DISTRICT shall select mentor teachers who meet the following qualifications:

- (1) valid corresponding Clear or Life credential,
- (2) three years successful teaching experience, and
- (3) the English Learner (EL) Authorization (if responsible for providing specified EL support).

If the mentor does not hold an EL Authorization, the district must identify an individual who does have a valid EL authorization and who is immediately available to assist the intern with planning lessons that are appropriately designed and differentiated for English learners, for assessing language needs and progress, and to support language accessible instruction, through in-classroom modeling and coaching as needed.

iv. The DISTRICT shall provide supervision and ongoing support for a minimum of 72 hours per school year with a minimum of two hours of support/mentoring and supervision per week. The mentor(s) role is to provide support specifically addressing issues in the intern's classroom (See Appendix B for examples of support/supervision activities). Interns without an English Language Authorization must also receive focused English Language instruction support.

v. The UNIVERSITY shall provide orientation and training for the district mentors and university supervisors.

vi. The UNIVERSITY provides the 10 hour CTC mandatory mentor training.

vii. The DISTRICT requires mentors complete the CTC mandatory 10 hour training.

viii. The University Supervisor and District Mentor shall meet together regularly with the intern to ensure the intern is following the California Teaching Performance Expectations.

ix. The UNIVERSITY shall monitor the completion of university and employer-provided support/mentoring to ensure that interns teachers are receiving the minimum 144 hours of mentoring via forms submitted by the interns in LiveText.

x. The District Mentor and site administrator shall participate in surveys that provide feedback to the university regarding the internship experience.

b. Support and Supervision Specific to Teaching English Learners

The following additional support/mentoring and supervision shall be provided to an intern teacher who enters the program without a valid English learner authorization listed on a previously issued multiple subject, single subject, or education specialist instruction teaching credential; a valid English learner or Cross-cultural, Language and Academic Development (CLAD) authorization:

- i. The UNIVERSITY shall provide 45 hours of support/mentoring and supervision per school year, including in-classroom coaching, specific to the needs of English learners. The minimum support/mentoring and supervision provided to an intern teacher who assumes daily teaching responsibilities after the beginning of a school year shall be equal to five hours times the number of months remaining in the school year. The support/mentoring and supervision should be distributed in a manner that sufficiently supports the intern teacher's development of knowledge and skills in the instruction of English learners.
- ii. The DISTRICT shall identify an individual who will be immediately available to assist the intern teacher with planning lessons that are appropriately designed and differentiated for English learners, for assessing language needs and progress, and for support of language accessible instruction through in-classroom modeling and coaching as needed. The identified individual may be the same mentor assigned pursuant to section I above provided the individual possesses an English learner authorization and will be immediately available to assist the intern teacher. (See Appendix B for examples of support/supervision activities).
- iii. An individual who passes the California Teaching of English Learner (CTEL) examinations prior or subsequent to the issuance of the intern credential may be exempted from the additional 45 hours of support/mentoring and supervision specific to the needs of English learners.
- iv. The UNIVERSITY shall monitor the completion of university and employer-provided support/mentoring to ensure that interns teachers are receiving the minimum 45 hours of support/mentoring specific to the needs of English learners via forms submitted by the interns in LiveText.

III. THE PARTIES MUTUALLY AGREE

- A. The parties mutually agree each shall provide and maintain commercial general liability insurance or self-insurance acceptable to both parties in the minimum amounts of \$1,000,000 per occurrence, \$3,000,000 general aggregate and upon request shall furnish proof thereof in the form of a certificate of insurance within 30 days of the effective date of this Agreement. Each Certificate of Insurance shall specify that should any above described policies be cancelled before the expiration date thereof, notice will be delivered in accordance with the policy provisions.

- B. The UNIVERSITY agrees to indemnify, hold harmless, and defend the DISTRICT, its agents and employees from and against all loss or expense (including costs and attorney fees) resulting from liability imposed by law upon the DISTRICT because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with this Agreement and due or claimed to be due to the negligence of the UNIVERSITY, its agents or employees.

The DISTRICT agrees to indemnify, hold harmless, and at the University's request, defend the UNIVERSITY, its agents and employees from and against all loss or expenses (including costs and attorney fees) resulting from liability imposed by law upon the University because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with the Agreement, and due or claimed to be due to the negligence of the DISTRICT, its agents or employees.

- C. Both parties acknowledge they are independent contractors, and nothing contained in this Agreement shall be deemed to create an agency, joint venture, franchise or partnership relation between the parties and neither party shall so hold itself out. Neither party shall have the right to obligate or bind the other party in any manner whatsoever, and nothing contained in this Agreement shall give or is intended to give any right of any kind to third persons.
- D. Any failure of a party to enforce that party's right under any provision of this Agreement shall not be construed or act as a waiver of said party's subsequent right to enforce any provisions contained herein.
- E. Notices required or permitted to be provided under this Agreement shall be in writing and shall be deemed to have been duly given if mailed first class to the parties that signed this agreement and to the addresses below.

FIELDWORK SITE CONTACT
INFORMATION:

Santee School District
9625 Cuyamaca St.
Santee, CA 92071
Attn: Krista D'Agostino, Administrative
Assistant
Tel: (619) 258-2308

UNIVERSITY CONTACT
INFORMATION:

Brandman University
16355 Laguna Canyon Road
Irvine, CA 92618
Attn: School of Education, Dean
Fax: (800) 775-0128

- F. If any term or provision of this Agreement is for any reason held to be invalid, such invalidity shall not affect any other term or provision, and this Agreement shall be interpreted as if such term or provision had never been contained in this Agreement.

- G. In the event of any material default under this Agreement, which default remains uncured for a period of twenty-one (21) days after receipt of written notice of such default, or in the event of the loss of WASC accreditation by the UNIVERSITY, this Agreement may be immediately terminated by the non-defaulting party.
- H. This Agreement fully supersedes any and all prior agreements or understandings between the parties or any of their respective affiliates with respect to the subject matter hereof. No change, modification, addition, amendment, or supplement to this Agreement shall be valid unless set forth in writing and signed and dated by both parties hereto subsequent to the execution of this Agreement.
- I. This Agreement shall be construed in accordance with the laws of the State of California in effect at the time of the execution of this Agreement. Should either party institute legal action to enforce any obligation contained herein, it is agreed that the proper venue of such suit or action shall be Orange County, California.

IV. TERM AND TERMINATION OF AGREEMENT

Brandman University and the Santee School District, agree to all the conditions of this Internship Contract Agreement as outlined above, to be effective on 3/1/2020, and continuing until 3/1/2023) (3-year maximum). This agreement may be terminated and the provisions of this agreement may be altered, changed or amended by mutual consent of both parties upon sixty (60) days written notice.

SIGNATURES:

DISTRICT

REPRESENTATIVES:

Signature: _____

Name: _____

Title: Superintendent

Date: _____

Signature: _____

Name: _____

Title: Human Resources

Date: _____

UNIVERSITY:

Signature: _____

Name: Phillip L. Doolittle

Title: Executive Vice Chancellor of Finance and
Administration and Chief Financial Officer

Date: _____

APPENDIX A

Preconditions Established for Internship Programs

For initial program accreditation and continuing accreditation by the Committee on Accreditation, participating districts and universities must adhere to the following requirements of state law or Commission policy.

- (1) **Bachelor's Degree Requirement.** Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education. Reference: Education Code §§44325, 44326, 44453.
- (2) **Subject Matter Requirement.** Each Multiple Subject intern admitted into the program has passed the Commission-approved subject matter examinations(s) for the subject area(s) in which the Intern is authorized to teach, and each Single Subject intern admitted into the program has passed the Commission-approved subject matter examination(s) or completed the subject matter program for the subject areas(s) in which the Intern is authorized to teach. Reference: Education Code § 44325(c) (3).
- (3) **Pre-Service Requirement.**
 - (a) Each Multiple and Single Subject Internship program must include a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in general pedagogy including classroom management and planning, reading/language arts, subject specific pedagogy, human development, and teaching English Learners.
 - (b) Each Education Specialist Internship program includes a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in pedagogy including classroom management and planning, reading/language arts, specialty specific pedagogy, human development, and teaching English Learners.
- (4) **Professional Development Plan.** The employing district has developed and implemented a Professional Development Plan for interns in consultation with a Commission-approved program of teacher preparation. The plan shall include all of the following:
 - (a) Provisions for an annual evaluation of the intern.
 - (b) A description of the courses to be completed by the intern, if any, and a plan for the completion of preservice or other clinical training, if any, including student teaching.
 - (c) Additional instruction during the first semester of service, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities.

- (d) Instruction, during the first year of service, for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities.
- (5) **Supervision of Interns.**
- (a) In all internship programs, the participating institutions shall provide supervision of all interns.
- (b) University Intern Programs only: No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person. Reference: Education Code § 44462. Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.
- (6) **Assignment and Authorization.** To receive program approval, the participating institution authorizes the candidates in an internship program to assume the functions that are authorized by the regular standard credential. Reference: Education Code § 44454. The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s). Reference: Education Code § 44458.
- (7) **Participating Districts.** Participating districts are public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential(s) involved. Reference: Education Code §§ 44321 and 44452.
- (8) **Early Program Completion Option.** Each intern program must make available to candidates who qualify for the option the opportunity to choose an early program completion option, culminating in a five year preliminary teaching credential. This option must be made available to interns who meet the following requirements:
- (a) Pass a written assessment adopted by the commission that assesses knowledge of teaching foundations as well as all of the following:
- Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students
 - Techniques to address learning differences, including working with students with special needs
 - Techniques to address working with English learners to provide access to the curriculum
 - Reading instruction in accordance with state standards
 - Assessment of student progress based on the state content and performance standards
 - Classroom management techniques
 - Methods of teaching the subject fields

- (b) Pass the teaching performance assessment. This assessment may be taken only one time by an intern participating in the early completion option.
- (c) Pass the Reading Instruction Competence Assessment (RICA) (Multiple Subject Credential only).
- (d) Meet the requirements for teacher fitness.

An intern who chooses the early completion option but is not successful in passing the assessment may complete his or her full internship program. (Reference: Education Code § 44468).

- (9) **Length of Validity of the Intern Certificate.** Each intern certificate will be valid for a period of two years. However, a certificate may be valid for three years if the intern is participating in a program leading to the attainment of a specialist credential to teach students, or for four years if the intern is participating in a district intern program leading to the attainment of both a multiple subject or a single subject teaching credential and a specialist credential to teach students with mild/moderate disabilities. Reference: Education Code § 44325 (b).
- (10) **Non-Displacement of Certificated Employees.** The institution and participating districts must certify that interns do not displace certificated employees in participating districts.
- (11) **Justification of Internship Program.** When an institution submits a program for initial or continuing accreditation, the institution must explain why the internship is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.
- (12) **Bilingual Language Proficiency.** Each intern who is authorized to teach in bilingual classrooms has passed the language proficiency subtest of the Commission-approved assessment program leading to the Bilingual Crosscultural Language and Academic Development Certificate. Reference: Education Code Section 44325 (c).

APPENDIX B
Support and Supervision Activities

Potential Support & Supervision Activities to be Provided by the District
Demonstration Lessons and/or Co-teaching activities with mentor
Classroom Observations and Coaching*
Content Specific Coaching (for example: math coaches, reading coaches, EL coaches*)
Grade Level or Department Meetings related to curriculum, planning, and/or instruction
New Teacher Orientation
Coaching (not evaluation) from Administrator
Co-planning with Special Educator or EL expert to address included special needs students and/or English learners*
Logistical help before and during school year (bulletin boards, seating arrangements, materials acquisition, parent conferences, etc.)
Review/discuss test results with colleagues (CELDT and standardized tests)*
Activities/workshops specifically addressing issues in the intern's classroom—co-attended by intern and mentor(s)
Intern Observations of other teachers and classrooms including observations of SDAIE/ELD lessons*
Support & Supervision Activities Provided through the University
Classroom Observations and Coaching*
Weekly Online Seminars (problem solving issues with students, curriculum, instruction, TPEs, etc.) including EL support*
Weekly Contact with Supervisors via email, phone (voice, text), and/or video conferencing
Intern Observations of other teachers and classrooms including observations of SDAIE/ELD lessons*

**May also be used towards the 45-hour EL Support & Supervision Requirement.*



SUPERVISED FIELDWORK AGREEMENT

Please check below all the applicable supervised fieldwork in which in your District will be participating with Brandman University San Diego Campus.

TEACHER EDUCATION	<input checked="" type="checkbox"/>	SCHOOL PSYCHOLOGY	<input type="checkbox"/>
SCHOOL COUNSELING	<input type="checkbox"/>	EDUCATION ADMINISTRATION	<input type="checkbox"/>

THIS AGREEMENT is made and entered into by and between Brandman University hereinafter called the "UNIVERSITY," and the Santee School District, hereinafter called "FIELDWORK SITE."

I. RESPONSIBILITIES OF THE UNIVERSITY

- A. The UNIVERSITY will assure that the student shall have completed the necessary educational prerequisites, to be eligible for supervised fieldwork including proof of negative TB test current within one year of supervised fieldwork and issuance of finger print clearance.
- B. The UNIVERSITY shall designate a faculty or staff member to coordinate, consult, and collaborate with the classroom teacher or district designee of the FIELDWORK SITE, the activities of each student assigned to FIELDWORK SITE and student fieldwork experience.
- C. The UNIVERSITY shall complete periodic observations and/or evaluations of the student regarding his/her performance at the FIELDWORK SITE as per arrangement between the UNIVERSITY faculty or staff member and the FIELDWORK SITE supervisor.
- D. The UNIVERSITY may provide monetary compensation for services rendered by the FIELDWORK SITE in an amount not to exceed the actual cost of the services rendered by the FIELDWORK SITE per Appendix A.

II. RESPONSIBILITIES OF THE FIELDWORK SITE

- A. The FIELDWORK SITE shall provide students with experiences with a student population that is diverse in terms of ethnicity, culture, language, socio-economics and/or special needs.
- B. The FIELDWORK SITE staff will promptly and thoroughly investigate any complaint by any participating student of unlawful discrimination or harassment at the FIELDWORK SITE or involving employees or agents of the FIELDWORK SITE, take prompt and effective remedial action when discrimination or harassment is found to have occurred, and promptly notify the UNIVERSITY of the existence and outcome of any complaint of harassment by, against, or involving any participating student.
- C. The FIELDWORK SITE staff will provide, upon request by any participating student, such reasonable accommodations at the FIELDWORK SITE as required by law in order to allow qualified disabled students to participate in the program.

- D. To provide for emergency health care of the student in case of accident at the expense of the student.
- E. To provide all participating students with a copy of the FIELDWORK SITE'S rules, regulations, policies, and procedures with which the students are expected to comply and notify the UNIVERSITY of any change in its personnel, operation, or policies which may affect the field education experience.
- F. Comply with all federal, state and local statutes and regulations applicable to the operation of the program, including without limitation, laws relating to the confidentiality of student records.
- G. The FIELDWORK SITE staff shall comply with APPENDIX B regarding the FIELDWORK SITE'S supervision of UNIVERSITY students.

III. THE PARTIES MUTUALLY AGREE

- A. The FIELDWORK SITE shall provide field experiences in such schools or classes of the FIELDWORK SITE and under the direct supervision and instruction of such employees of the FIELDWORK SITE, as specified by the duly authorized representatives of the FIELDWORK SITE and the UNIVERSITY.
- B. The FIELDWORK SITE may, for good cause, refuse to accept for field experiences, or terminate the field experience assignment of any student of the UNIVERSITY assigned to the FIELDWORK SITE in writing. Prior to removal of a student, the FIELDWORK SITE shall consult with the UNIVERSITY about its concerns and proposed course of action. The UNIVERSITY may terminate the field experience assignment or student teaching assignment of any student of the UNIVERSITY at the FIELDWORK SITE at any time and may do so if the FIELDWORK SITE so requests in writing with a statement of reasons why the FIELDWORK SITE desires to have the student withdrawn.
- C. Neither party shall discriminate in the assignment of students on the basis of race, color, disability, sex, religion, national origin, ancestry, sexual orientation, or any other basis prohibited by law.
- D. The UNIVERSITY agrees to indemnify, hold harmless, and defend the FIELDWORK SITE, its agents, and employees from and against all loss or expense (including costs and attorney fees) resulting from liability imposed by law upon the FIELDWORK SITE because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with this Agreement and due or claimed to be due to the negligence of the UNIVERSITY, its agents, employees, or students.
- E. The FIELDWORK SITE agrees to indemnify, hold harmless, and at the UNIVERSITY'S request, defend the UNIVERSITY, its agencies and employees from and against all loss or expenses (including costs and attorney fees) resulting from liability imposed by law upon the UNIVERSITY because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with this Agreement, and due or claimed to be due to the negligence of the FIELDWORK SITE, its agents, or employees.
- F. The parties agree that the students are considered learners who are fulfilling specific requirements for field experiences as part of a degree and/or credential requirement. Therefore, regardless of the nature or extent of the acts performed by them, students are not to be considered employees or agents of either the UNIVERSITY or the FIELDWORK SITE for any purpose including Workers' Compensation or any other employee benefit programs. The students shall not be entitled to any monetary remuneration for services performed by them in the course of their training.

- G. The parties mutually agree each shall provide and maintain commercial general liability insurance or self-insurance acceptable to both parties in the minimum amounts of \$1,000,000 per occurrence, \$3,000,000 general aggregate and upon request shall furnish proof thereof in the form of a certificate of insurance within 30 days of the effective date of this Agreement. Each Certificate of Insurance shall specify that should any above described policies be cancelled before the expiration date thereof, notice will be delivered in accordance with the policy provisions.
- H. Both parties acknowledge they are independent contractors, and nothing contained in this Agreement shall be deemed to create an agency, joint venture, franchise or partnership relation between the parties and neither party shall so hold itself out. Neither party shall have the right to obligate or bind the other party in any manner whatsoever, and nothing contained in this Agreement shall give or is intended to give any right of any kind to third persons.
- I. Any failure of a party to enforce that party's right under any provision of this Agreement shall not be construed or act as a waiver of said party's subsequent right to enforce any provisions contained herein.
- J. Notices required or permitted to be provided under this Agreement shall be in writing and shall be deemed to have been duly given if mailed first class to the parties that signed this agreement and to the addresses below.

FIELDWORK SITE CONTACT INFORMATION:

Santee School District
 9625 Cuyamaca St.
 Santee, CA 92071
 Attn: Krista D'Agostino, Administrative Assistant
 Tel: (619) 258-2308

UNIVERSITY CONTACT INFORMATION:

Brandman University
 16355 Laguna Canyon Road
 Irvine, CA 92618
 Attn: School of Education, Dean
 Fax: (800) 775-0128

- K. If any term or provision of this Agreement is for any reason held to be invalid, such invalidity shall not affect any other term or provision, and this Agreement shall be interpreted as if such term or provision had never been contained in this Agreement.
- L. In the event of any material default under this Agreement, which default remains uncured for a period of twenty-one (21) days after receipt of written notice of such default, or in the event of the loss of WASC accreditation by the UNIVERSITY, this Agreement may be immediately terminated by the non-defaulting party.
- M. This Agreement fully supersedes any and all prior agreements or understandings between the parties or any of their respective affiliates with respect to the subject matter hereof. No change, modification, addition, amendment, or supplement to this Agreement shall be valid unless set forth in writing and signed and dated by both parties hereto subsequent to the execution of this Agreement.
- N. This Agreement shall be construed in accordance with the laws of the State of California in effect at the time of the execution of this Agreement. Should either party institute legal action to enforce any obligation contained herein, it is agreed that the proper venue of such suit or action shall be Orange County, California.

IV. TERM AND TERMINATION OF AGREEMENT

- A. THE TERM of this Agreement shall be effective 3/1/2019 and shall continue in full force and effect through 3/1/2023. This Agreement may be renewed for one (1) additional term of the contract by mutual written consent of the parties.

- B. THIS AGREEMENT may be terminated by either the UNIVERSITY or the FIELDWORK SITE with or without cause upon thirty (30) days written notice provided that (subject to the other terms of this Agreement) all students performing fieldwork at the time of notice of termination are given the opportunity to complete their fieldwork at the Fieldwork Site.

SIGNATURES:

FIELDWORK SITE: Signature: _____
 Name: _____
 Title: _____
 Date: _____

UNIVERSITY: Signature: _____
 Name: Phillip L. Doolittle
 Title: Executive Vice Chancellor of Finance and
 Administration and Chief Financial Officer
 Date: _____

Appendix A
Payment for Master Teachers for Teacher Education Fieldwork Only

I. SPECIAL PROVISIONS – RATES and PAYMENTS

- (a) \$ 200 Master Teacher stipend per eight (8) week session of full-time student teaching consisting of three to six (3-6) units for Multiple and Single Subject Credential candidates.
- (b) \$ 200 Master Teacher stipend per eight (8) week session of full-time student teaching consisting of three to six (3-6) units for Education Specialist Instructional Credential (Special Education) candidates.

METHOD OF PAYMENT: Stipend is to be paid directly to the Master Teacher.

In the event the assignment of a UNIVERSITY student is terminated by the UNIVERSITY and/or the FIELDWORK SITE for any reason after the student has been in student teaching and has been at the assignment for a minimum of two weeks, MASTER TEACHER shall receive payment for one assignment on account of each student as though there had been no termination of the assignment. Said payment is to exceed no more than six (6) units per session of terminated assignment. In the event the field experience of a UNIVERSITY student is terminated by the UNIVERSITY and/or the MASTER TEACHER for any reason after the student has been in the field experience for a minimum of two weeks, MASTER TEACHER shall receive payment for one assignment on account of each student as though there had been no termination of the assignment.

Within thirty (30) days following the close of each session or academic session of the UNIVERSITY, the MASTER TEACHER shall submit an invoice and I-9 form as provided and signed to them by the UNIVERSITY, to the UNIVERSITY for payment at the rate provided therein for all field experiences provided by the FIELDWORK SITE under and in accordance with this agreement during said session. This process may be altered according to individual districts procedures as to the manner in which the invoicing will proceed so long as the parties mutually agree to such alteration in advance.

Appendix B
Specific Supervision Requirements for Each Program

Teacher Education Fieldwork:

- A. "Field Experience" as used herein and elsewhere in this agreement means active participation in the duties and function of classroom under the direct supervision and instruction of employees of the FIELDWORK SITE who hold valid teaching credentials issued by the California Commission on Teacher Credentialing, authorizing them to serve as classroom teachers in the schools or classes in which the field experience is provided, and have completed a minimum of three years successful teaching experience. "Student Teaching" is used herein and elsewhere in this agreement means participation in the duties and function of classroom teaching under the direct supervision and instruction of employees of the FIELDWORK SITE who hold valid, teaching credentials issued by the California Commission on Teacher Credentialing, authorizing them to serve as classroom teachers in the schools or classes in which the student teaching experience is provided, and have completed a minimum of three years successful teaching experience.
- B. The UNIVERSITY'S Teacher Education Policy provides that student teachers without emergency or substitute permits may not be asked by the school districts to serve and be paid for substitute teaching as, under California law, student teachers are not certificated personnel and as they require full-time supervision. Those holding substitute or emergency permits may substitute for their master teacher only (a maximum of four (4) days only): when s/he is ill; when it is determined by the principal that this is in the best interest of the students in the classroom as well as the candidate; after the first four weeks of the first assignment; and/or when the candidate is paid.
- C. "Session of Student Teaching," for Multiple Subject and Single Subject Credential candidates as used herein and elsewhere in this agreement is considered to be a full day of student teaching daily for five (5) days a week for a minimum of eight (8) weeks for elementary credential candidates (for this, the elementary credential candidate receives three to six (3-6) session units of practice teaching credit), and three periods a day for five (5) days a week for a minimum of eight (8) weeks for secondary credential candidates (for this, the secondary credential candidate receives three to six (3-6) session units of practice teaching credit).
- D. "Session of Student Teaching," for Education Specialist Instruction Credential (Special Education) candidates as used herein and elsewhere in this agreement is considered to be a full day of student teaching daily for five (5) days a week for a minimum of eight (8) weeks for elementary credential candidates (for this, the elementary credential candidate receives three to six (3-6) session units of practice teaching credit), and three periods a day for five (5) days a week for a minimum of eight (8) weeks for secondary credential candidates (for this, the secondary credential candidate receives three to six (3-6) session units of practice teaching credit).
- E. An assignment of a Multiple Subject and Single Subject Credential candidate of the UNIVERSITY to student teaching in classes of schools of the FIELDWORK SITE shall be for a two eight (8) week session as mutually agreed between the UNIVERSITY and FIELDWORK SITE.
- F. An assignment of an Education Specialist Instruction Credential (Special Education) candidate of the UNIVERSITY to student teaching in classes of schools of the FIELDWORK SITE shall be for a single eight (8) week session as mutually agreed between the UNIVERSITY and FIELDWORK SITE.
- G. The assignment of a UNIVERSITY student to field experiences and student teaching at FIELDWORK SITE shall be deemed to be effective for the purposes of this agreement as of the date the student presents to the proper FIELDWORK SITE officials the assignment papers or other documents provided by the UNIVERSITY effecting such assignment, but not earlier than the date of such assignment as shown on such card or other document.

School Counseling Fieldwork:

- A. Provide an average of one (1) hour of individual or one-and-one-half (1.5) hours of small group supervision per week from an experienced school counselor with at least two years of professional experience.
- B. Provide opportunities for students to gain a broad range of experiences, including experiences in:
 - a. Personal and career assessments
 - b. Personal counseling experience in either an individual or group context
 - c. Experience in School-based programs serving parents and family members
 - d. Observing classroom instruction
 - e. Attending district and school based meetings
 - f. Mapping school-based community resources
 - g. The candidate is to perform, under supervision, the functions of school counselors in school counseling domains.
 - h. Participating in professional development activities.
 - i. Participating in individual or group supervision.
 - j. Learning about and using technology and information systems.
 - k. Learning about Individual differences and student diversity.
- C. The FIELDWORK SITE shall provide activities that occur across at minimum of two of four settings, including, (a) elementary, middle school or junior high, and (b) high school.
- D. The FIELDWORK SITE in collaboration with the UNIVERSITY will designate one school counselor who has at least two years experience in school counseling to serve as the primary supervisor. The student may also work with other experienced school counselors for specific activities. In no case shall any supervisor be assigned by the FIELDWORK SITE to provide concurrent supervision for more than two interns or students.
- E. The FIELDWORK SITE shall ensure that the student receives an average of one hour of individual or one and one-half hours of group face-to-face supervision per week, although more time may be needed, especially at the beginning of the FIELDWORK experience.
- F. The FIELDWORK SITE supervisor, in collaboration with the UNIVERSITY faculty, will complete at least one written evaluation of the student's performance near the end of each university session.
- G. The FIELDWORK SITE shall ensure that the student will be treated by the district as part of the professional staff and provided a supportive work environment, adequate supplies, counseling and test materials. In addition, it shall see that the student is encouraged to participate in district, SELPA, or county committees; and that he/she is provided release time as needed to attend professional development experiences or professional association meetings.

I. Specific Supervision Requirements School Psychology Fieldwork:

- A. Provide an average of one (1) hour of individual or one-and-one-half (1.5) hours of small group supervision per week from an experienced school psychologist with at least two years of professional experience.
- B. Provide experiences with a diverse student population.
- C. Provide experiences with a variety of educational programs.
- D. Provide opportunities for students to gain a broad range of experiences, including experiences in:

- a. Data based decision making: Assessing and reevaluating individual pupils and their programs.
 - b. Collaboration and consultation with school personnel and participation on interdisciplinary teams.
 - c. Developing, implementing and evaluating academic and behavioral interventions.
 - d. Providing counseling and other mental health interventions.
 - e. Home, school, community collaboration: working with parents and community members.
 - f. Learning about, helping develop, or evaluating policy, practices and programs.
 - g. Participating in professional development activities.
 - h. Participating in individual or group supervision.
 - i. Learning about and using technology and information systems.
 - j. Learning about Individual differences and student diversity.
- E. The FIELDWORK SITE shall provide activities that occur across at minimum of two of four settings, including (a) preschool, (b) elementary, (c) middle school or junior high, and (d) high school.
- F. The FIELDWORK SITE in collaboration with the UNIVERSITY will designate one school psychologist who has at least two years experience in School Psychology to serve as the primary supervisor. The student may also work with other experienced school psychologists for specific activities. In no case shall any supervisor be assigned by the FIELDWORK SITE to provide concurrent supervision for more than two interns or students.
- G. The FIELDWORK SITE shall ensure that the student receives an average of one hour of individual or one and one-half hours of group face-to-face supervision per week, although more time may be needed, especially at the beginning of the FIELDWORK experience.
- H. The FIELDWORK SITE supervisor, in collaboration with the UNIVERSITY faculty, will complete at least one written evaluations of the student's performance near the end of each university session.
- I. The FIELDWORK SITE shall ensure that the student will be treated by the district as part of the professional staff and provided a supportive work environment, adequate supplies, counseling and test materials. In addition, it shall see that the student is encouraged to participate in district, SELPA, or county committees; and that he/she is provided release time as needed to attend professional development experiences or professional association meetings.

School Administration:

- A. The FIELDWORK SITE shall provide student with individual and/or small group supervision from an experienced school administrator.
- B. The FIELDWORK SITE shall ensure that the student receives an average of one hour of individual and/or one and one-half hours of group face-to-face supervision per week, although more time may be needed, especially at the beginning of the FIELDWORK experience.
- C. The FIELDWORK SITE supervisor, in collaboration with the UNIVERSITY faculty, will complete at least one written evaluation of the student's performance near the end of each university session.

Consent Item D.4.4. Adoption of Resolution Authorizing Teacher Services – Education Code Sections 44256(b), 44258.2, and 44263

Prepared by Tim Larson
November 5, 2019

BACKGROUND:

Annually, the school district is required by Education Code to certify that teachers have met legal requirements to be authorized to teach in certain departmentalized subject areas. Teachers whose credential authorizations cover the subject matter they are teaching are not required to be confirmed through Board resolution. However, the Education Code does require resolutions for certain teachers as outlined below:

Education Code 44256(b) resolutions are for teachers whose multiple subject or standard elementary credentials do not authorize the subject they are teaching, but they have a total of 6 upper division units or 12 semester units in the subject to be taught.

Education Code 44258.2 resolutions are for teachers whose single subject or standard secondary credentials do not authorize the subject they are teaching, but they have a total of 6 upper division units or 12 semester units in the subject.

Education Code 44263 resolutions are for teachers whose credentials do not cover the subject to be taught, but they have a total of 9 upper division units or 18 semester units in the subject.

The attached resolution is to satisfy code requirements for the 2019-20 school year. Adoption of this resolution authorizes the teacher to instruct departmentalized classes.

RECOMMENDATION:

It is recommended that the Board of Education adopt the resolution authorizing the teacher assignment under Education Code sections 44256(b), 44258.2, and 44263.

This recommendation supports the following district goals:

- Assure the highest level of educational achievement for all students.

FISCAL IMPACT:

This item will not impact the general fund.

STUDENT ACHIEVEMENT IMPACT:

Administration consistently reviews assignments to ensure proper credentialing.

Motion: _____ Second: _____ Vote: _____ Agenda Item D.4.4.

**SANTEE SCHOOL DISTRICT
BOARD OF EDUCATION**

RESOLUTION IN THE MATTER)
OF PARTIAL ASSIGNMENT TO)
SINGLE SUBJECT CLASS)

WHEREAS, Julie Boerman is the holder of a Ryan Multiple Subject Credential or Standard Elementary Credential; and

WHEREAS, Julie Boerman has been assigned for the 2019-2020 school year to teach English, at PRIDE Academy School in grade(s) Seven-Eight; and

WHEREAS, he/she has completed at least twelve (12) semester units overall or six (6) upper division/graduate semester units of course work in the field of English; and

WHEREAS, he/she has given his written consent to be assigned to this position;

NOW, THEREFORE BE IT RESOLVED by the Governing Board of the Santee School District that it hereby authorizes the aforementioned teaching assignment for Julie Boerman for the 2019-2020 school year, pursuant to the provisions of California Education Code Section 44256(b).

The foregoing resolution was adopted by the Governing Board of the Santee School District of San Diego County at a regular meeting of said Board held on the 5th day of November, by the following vote:

AYES: Members _____
NOES: Members _____
ABSENT: Members _____

Dated: November 5, 2019

Clerk, Board of Education

Prepared by Tim Larson
November 5, 2019

BACKGROUND:

Education Code Section 44258.9 requires that administration inform the Board of Education annually about any certificated employees who are assigned to perform services not authorized by their credential. Accordingly, all certificated management and non-management employees are legally authorized to serve in their respective 2017-18 assignments. All certificated management, all K-6 classroom teachers, and most upper grade certificated staff, hold the appropriate credentials for their specific assignment. The qualifications regarding upper grade certificated staff requiring additional authorizations beyond their original credentials supported with proper experience and training are summarized below.

Special Authorizations

Listed below by Education Code are the methods approved by CTC to license teachers for instruction in grades K-8:

Education Code Section 44258.7(c) and (d)

Allows forty-four (44) full-time teachers with special skills and preparation outside of their credential authorization to be assigned to teach in the area of their special skills for an elective course (a course other than English, Math, Science or Social Studies), provided the assignment is approved by the local Assignment Committee. The Assignment Committee consisting of STA and administrative members; Melanie Hirahara, Lori Meaux, Dawn Minutelli, and Tim Larson, have approved these assignments.

Education Code Section 44258.1

- a. Allows thirty-eight (38) elementary teachers with credentials authorizing instruction in self-contained classrooms to teach in grades five through eight in a middle school, provided that the teacher teaches two or more subjects for two or more periods a day to the same group of students; and
- b. Allows elementary teachers to teach subjects they are already teaching for an additional period or periods at the same grade level for up to 50% of the total teaching assignment.

Education Code Section 44258.3

Authorizes thirty-three (33) teachers holding credentials to teach any subject(s) in departmentalized classes in any of grades kindergarten through eighth upon local verification of knowledge of the subject(s) to be taught with the teachers' consent.

Teachers are also providing instruction for part of their assignments based on adopted Board resolutions under the following provisions:

Education Code Section 44256(b)

Permits one (1) teachers who have elementary credentials to instruct in departmentalized classes because they have completed twelve semester units, or six upper division or graduate units, in the subject taught. Three (3) teachers have (1) authorization that allows the teacher to teach one (1) subject.

Education Code Section 44263

At this time, there are no teachers to instruct in departmentalized classes because they have completed eighteen semester units, or nine upper division or graduate semester units, in the subject taught.

Education Code Section 44865

Allows two (2) teachers to teach in an opportunity and alternative classroom setting.

Education Code Section 44258.2

At this time, there are no teachers having a single subject secondary credential instructing another subject in a departmentalized situation because the teacher has completed twelve semester units, or six upper division or graduate semester units, in the subject taught.

Additionally, teachers are authorized under legal provisions designed to alleviate recruitment constraints:

University Internships

Allows two (2) teachers enrolled at a college or university in a Commission-approved intern program, to be issued University Intern Credentials. These one to two-year programs are administered by California colleges and universities in partnership with local school districts and are designed to provide participants with classroom experience while they complete course work requirements for the preliminary credential. University Intern Credentials authorize the holder to serve, under the supervision of a Commission-approved college or university and the holder's employer, in the area or subject listed on the credential.

Recruitment

Special Education, Math, Science and Bilingual instruction continue to be areas where qualified candidates are scarce. The district works to identify promising candidates who demonstrate a strong potential for success and who will commit to regularly taking the course work needed for their assignment's authorization to obtain the proper credential.

RECOMMENDATION:

It is recommended that the Board of Education accept this annual report of certificated credentials and assignments.

FISCAL IMPACT:

There is no fiscal impact as a result of this item.

STUDENT ACHIEVEMENT IMPACT:

Qualified teachers are the keystone to obtaining student achievement. The required authorizations presented tonight are based upon training and special skills of current staff to support student achievement, according to required Education Codes.

Motion: _____ Second: _____ Vote: _____

Agenda Item D.4.5.

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Consent Item D.4.6.

Approval of Consultant Agreements for Arts Attack Coordinators

Prepared by Tim Larson
November 5, 2019

BACKGROUND:

From time to time, the District contracts with individuals to provide various types of general services. Some services are on an as-needed basis billed on an hourly or daily rate, while other services are billed by the job.

RECOMMENDATION:

It is recommended that the Board of Education approve the following consultant agreements:

Vendor Name	Description of Services	Date(s) of Service	Amount	Funding
Margeaux Weith	Arts Attack Coordinator	8/21/19 to 6/10/20	\$1,000.00	Cajon Park
Michaela Tedesco	Arts Attack Coordinator	8/21/19 to 6/10/20	\$800.00	Carlton Hills
Abby Fazekas	Arts Attack Coordinator	8/21/19 to 6/10/20	\$1,000.00	Carlton Oaks
Kimberly Hintz	Arts Attack Coordinator	8/21/19 to 6/10/20	\$800.00	Chet F. Harritt
Amanda Nelson	Arts Attack Coordinator	8/21/19 to 6/10/20	\$1,000.00	Hill Creek
Enrique Morales	Arts Attack Coordinator	8/21/19 to 6/10/20	\$600.00	PRIDE Academy
Christine Hartpence	Arts Attack Coordinator	8/21/19 to 6/10/20	\$1,000.00	Rio Seco
Casandra Shumaker	Arts Attack Coordinator	8/21/19 to 6/10/20	\$300.00	Sycamore Canyon
William Solis	Arts Attack Coordinator	8/21/19 to 6/10/20	\$300.00	Sycamore Canyon

FISCAL IMPACT:

The fiscal impact is detailed in the table above.

STUDENT ACHIEVEMENT IMPACT:

This is a fiscal item. All fiscal resources impact student achievement.

Motion: _____ Second: _____ Vote: _____

Agenda Item D.4.6.

Item E. DISCUSSION AND/OR ACTION ITEMS

Agenda Item E.

BACKGROUND:

This is the time of the year when the Board reviews their legislative goals in anticipation of the State Legislature beginning to develop legislation and bills that may impact education. Meetings may be scheduled to present Santee School District's Legislative Goals to our State Senator and State Assemblyperson as they begin consideration of legislative bills.

Administration has reviewed the Legislative Goals and Legislative Public Policy Statements and provided recommended revisions that would positively impact instruction and assist in maintaining fiscal solvency. The attached list is presented for Board consideration and direction to produce Board Legislative Goals for 2020 to be shared with local legislators.

Tonight, President Ryan, the Board's legislative representative, will facilitate any discussion by the Board about the Legislative Goals.

RECOMMENDATION:

It is recommended that the Board review the recommended revisions from Administration and provide any input and/or recommendations to produce Legislative Goals for 2020 which may be presented to legislative representatives for the upcoming legislative session. Action is at the discretion of the Board.

FISCAL IMPACT:

There is no current fiscal impact of this item.

STUDENT ACHIEVEMENT IMPACT:

Any legislation that may come about would have a direct impact in student achievement.

Motion: _____ Second: _____ Vote: _____ Agenda Item E.1.1.



SANTEE SCHOOL DISTRICT
November 5, 2019

2020 LEGISLATIVE GOALS

1. **Seek/support legislation to fund ~~increase State STRS and PERS contributions to decrease District impact on cost-increases-separate from LCFF funds.~~**
2. **Seek/support legislation to ensure funding adequacy for K-12 school districts and reduce the disparity in per ADA LCFF funding among school districts.**
3. Seek/support legislation to support California School Board Association's Full and Fair Funding initiative, urging the State Legislature to fund California public schools at the national average or higher ~~by the year 2020~~, and at a level that is equal to or above the average of the top 10 states nationally by 2025 and to maintain, at a minimum, this level of funding until otherwise decreed.
4. Seek/support legislation to adequately fund safety needs in schools, including facility improvements, infrastructures for communication, and mental health services.
5. Seek/support enactment of school finance legislation to:
 - fund and implement the State Special Education Task Force recommendations in order to improve the funding of Special Education and reduce the impact on LCFF dollars. **especially preschool and mental health needs.**
 - fully fund the Federal Individual with Disabilities Education Act (IDEA) and mandate those funds be allocated proportionately and directly to school districts.



SANTEE SCHOOL DISTRICT November 5, 2019

2020 PUBLIC POLICIES

ACADEMIC INSTRUCTION AND ACHIEVEMENT LEGISLATION

- A-1. Seek/support legislation to adequately fund technology, instructional materials, and professional development needs for Common Core State Standards and Smarter Balanced Assessments on an ongoing basis.
- A-2. Seek/support legislation requiring textbook publishers to provide instructional materials for combination or multi-grade classrooms in grades K-8 prior to State Board approval.
- A-3. Seek/support legislation to include Smarter Balanced Assessment Consortium interim comprehensive assessments in the achievement section of the California Dashboard.

2020 FISCAL LEGISLATION

- ~~B-5~~ B-1. Support legislation for declining enrollment school districts based on the highest ADA during the last three years instead of the prior year.
- ~~B-1~~ B-2. Seek/support legislation that supports Level II developer fees for K-8 schools to mitigate the impact of facilities construction and modernization and equalize the funding streams for new school construction for elementary school districts with 7th and 8th grade students to be on the same playing field as high schools.
- ~~B-2~~ B-3. Support legislation restoring school facilities coverage under the California Environmental Quality Act (CEQA) to permit the use of the CEQA process to mitigate the impact of development on schools.
- B-4. Seek/support legislation that would require the Education Code guidelines for certificated and classified Reduction in Service (RIS) notices be suspended when the State implements mid-year budget cuts.
- ~~B-6~~ B-5. Support legislation that provides maximum flexibility and local control to outsource services when needed.
- ~~B-3~~ B-6. Support legislation that would lower the margin of approval for local parcel taxes for schools from two-thirds to 55 percent.

Discussion and/or Action Item E.1.2. California School Boards Association
Prepared by Dr. Kristin Baranski (CSBA) Delegate Assembly Call for Nominations
November 5, 2019

BACKGROUND:

Nominations are now being accepted for the California School Boards Association (CSBA) Delegate Assembly. Any CSBA member Board is eligible to nominate board members within their geographic region or sub region. Each Board may make as many nominations as it chooses. All nominees must serve on a CSBA member board.

Nominations will be accepted until Tuesday, January 7, 2020. CSBA will prepare and distribute ballots to the Board to vote for Delegate Assembly members in February. Elected delegates will begin their two-year terms on April 1, 2020 through March 31, 2022.

**REGION 17 – SAN DIEGO COUNTY
DELEGATES WHOSE TERMS EXPIRE IN MARCH 2019**

- Barbara Avalos (National SD), 2020
- Blanca Brown (Lemon Grove SD), 2020
- Brian Clapper (National SD), 2020
- Eleanor Evans (Oceanside USD), 2020
- Laurie Humphrey (Chula Vista ESD), 2020
- Claudine Jones (Carlsbad USD), 2020
- Michael McQuary (San Diego USD)◇, 2020
- Elva Salinas (Grossmont Union HSD), 2020
- Debra Schade (Solana Beach ESD), 2020
- Nicholas Segura (Sweetwater Union HSD)◇, 2020
- Marla Strich (Encinitas Union ESD), 2020
- Cipriano Vargas, (Vista USD), 2020

◇ = Appointed

RECOMMENDATION:

Nominations are at the discretion of the Board of Education.

FISCAL IMPACT:

There is no fiscal impact as a result of this item.

Motion: _____ Second: _____ Vote: _____

Agenda Item E.1.2.

BACKGROUND:

The Santee School District Foundation, formed in 2002, supports literacy, arts, technology, and school site grants through fundraising and donations. This year, the Santee School District Foundation announced that it would be providing \$25,000 toward innovative projects that enrich the educational experiences of Santee School District students.

A sub-committee of Foundation members reviewed the grant applications and recommended the following for funding.

School/ Grant Amount	Description	Applicants
Cajon Park \$806	Building Our Own Break Room – Thirteen (13) grade 4-5 SDC students (other SDC classrooms) will learn through social/emotional instruction; will use calendars and task lists to complete the “Take a Break” challenge; students are already practicing “I Can Build” challenges; will build tools.	Tim Dobbins Chelsey Clixby
Carlton Hills \$336	Sensory Items for Mod/Severe SDC – 45 K-8 th grade students in the SDC classes will be able to access the body socks, sensory balls, and stress relief balls to help meet students’ unique sensory needs thus having positive impact on progress for IEP goals.	Stephanie Southcott Lisa McFaul
Chet F. Harritt \$2,500	The Outdoor Learning Lab at Chet Harritt – 650+ K-8 th grade regular and special ed. students will have access to the area. Middle school uses the area as a reward for positive choices with weekly “club at the creek;” students will engage in STEAM activities, reading, writing, art, and science projects; and expand what Chamber of Commerce and students from Cuyamaca College’s Horticulture program have already begun.	Tylene Hicks, Larry Barbary, Kathy Jun, Joey Sutera
Chet F. Harritt \$1,773	Keyboards for Kinesthetic Learners – will impact all 2 nd graders thru STEAM rotations; students will collaborate in small groups when learning and practicing musical instruction; will focus on perseverance, listening, and memory by learning new tunes and songs	Tylene Hicks Hannah Giblin
Hill Creek \$3,510	Woof Woof News – will involve middle school enrichment classes; develops reporting skills; will produce a newspaper and a news broadcast that features events in the “two story” building, as well as other classes.	Suzie Martin Emily Sweetman
PRIDE Academy \$4,160	Imagination Playground – 75 kindergarten and 18 TK students will benefit from The Imagination Playground Big Blue Blocks which are designed to foster collaboration and innovative solutions to playground issues; inspires children to design their own interventions and create their own activities.	Kristin Bonser Autumn Freund Megan Houfek Dennae Lovell Meghan McMahan
Sycamore Canyon \$3,150	5th Grade Planet Protection Project - 26 5 th graders, 22 after-school students in Robotics Club, and ultimately all 4 th thru 6 th graders will use the three new laptops; 5 th graders for a collaboratively based science project; and 4 th – 6 th for technology integration and 3D printing production.	Summer Locke Courtney Bittle
Sycamore Canyon \$776	Playground Communication Boards – SDC pre-schoolers, K, TK, Yale, and Project SAFE students will utilize; majority of SDC students have communication deficits and require speech services. Students point to symbol cards to express and resolve playground issues.	Summer Locke Celina O’Brien Jessica O’Connor
Santee Success Program (SSP) \$2,400	Outdoor Classroom and Garden – alternative school program will expand upon the existing class garden and outdoor classroom area; will use Growth Mindset, project-based learning, STEAM, etc. learning strategies.	Mike Olander AnneLise Steen

RECOMMENDATION:

It is recommended that the Board accept the donation of \$19,411 for innovative grants.

FISCAL IMPACT:

There is no fiscal impact.

Motion: _____ Second: _____ Vote: _____ Agenda Item E.1.3.

Discussion and/or Action Item E.2.1. Approval of Monthly Financial Report
 Prepared by Karl Christensen
 November 5, 2019

BACKGROUND:

Administration has prepared the accompanying Monthly Financial Report covering the period September 1, 2019 through September 30, 2019 prepared on a cash and modified accrual basis and include the District's revenue, expenditure, and cash activities.

RECOMMENDATION:

It is recommended that the Board of Education approve the Monthly Financial Report, as presented.

This recommendation supports the following District goal:

SUPPORTED	STRATEGIC OBJECTIVE	DESCRIPTION
✓	Fiscal Accountability	Financially support the vision, mission, and goals of the District by maximizing resources, controlling expenses, and managing assets to ensure fiscal solvency and flexibility

FISCAL IMPACT:

The Monthly Financial Report shows a beginning cash balance of \$11,951,943; cash receipts of \$6,100,695; and disbursements of \$5,964,597 are reflected for the period of September 1, through September 30, 2019 resulting in an ending cash balance of \$12,088,041 as of September 30, 2019.

STUDENT ACHIEVEMENT IMPACT:

This is a fiscal item. All fiscal resources impact student achievement.

Motion: _____ Second: _____ Vote: _____

Agenda Item E.2.1.

Monthly Financial Report - September

1

CASH REPORT FOR SEPTEMBER

	Actual	Projected*	Difference
Beginning Cash Balance as of September 1, 2019	\$11,951,943	\$13,278,687	\$ (1,326,744)
INCOME			
A. Local Control Funding Formula			
State Aid	2,899,520	2,899,520	\$ -
Property Taxes	136,888	83,224	\$ 53,664
B. Federal Income			
Federal Funding	1,178	352,134	\$ (350,956)
C. State Income			
Unrestricted State Funding			\$ -
EPA Funding	2,612,994	2,206,073	\$ 406,921
D. Local Income			
Other Local Income	41,349	19,649	\$ 21,700
Spec Ed	280,813	379,558	\$ (98,745)
Interest	69,584	-	\$ 69,584
E. Due to/Due from other funds	58,369	37,545	\$ 20,824
F. Debt Proceeds	-		\$ -
TOTAL INCOME	\$ 6,100,695	\$ 5,977,703	\$ 122,992
Beginning Balance Plus Income	\$ 18,052,638	\$ 19,256,390	\$ (1,203,752)
DISBURSEMENTS			
G. Commercial Warrants	605,767	567,566	\$ 38,201
H. Salary and Benefits	4,931,719	4,567,448	\$ 364,271
I. Other Outgo	67,307	63,064	\$ 4,243
J. Interfund Borrowing Out			\$ -
K. Debt Service	359,804		
TOTAL DISBURSEMENTS	\$ 5,964,597	\$ 5,198,078	\$ 406,715
Ending Cash Balance as of September 30, 2019	\$ 12,088,041	\$ 14,058,312	\$ (1,610,467)

* Based on Cash Flow Projection at Unaudited Actuals - August 2019

**Budget Revisions
Through September 30, 2019
2019-20 Revised Budget**

	<u>Unrestricted</u>	<u>Restricted</u>	<u>Total</u>
Beginning Fund Balance	16,171,701	532,236	16,703,937
Estimated Income	49,867,318	22,151,044	72,018,362
Estimated Expenditures	50,349,911	22,229,961	72,579,872
Change in Fund Balance	(482,593)	(78,917)	(561,510)
Projected Ending Fund Balance	15,689,108	453,319	16,142,427
Less: Restricted Program Carryovers	-	453,319	453,319
Less: Non-Spendable			
Prepaid Expenses	375,869	-	375,869
Revolving Cash Fund	20,000	-	20,000
Stores Inventory	119,583	-	119,583
Less: Assigned Vacation Carryover	332,772	-	332,772
Assigned Site Carryover Balances	-	-	-
Less: Economic Uncertainty Reserve	2,177,396	-	2,177,396
Less: Reserve for State Budget Uncertainty	-	-	-
Uncommitted/Unassigned/Unappropriated Fund Balance	12,663,487	-	12,663,487
Fund 17 Projected End of Year Balance	<u>3,080,843</u>	<u>-</u>	<u>3,080,843</u>
Projected Reserves	<u>17,921,727</u>	<u>-</u>	<u>17,921,727</u>
	<u>September</u>	<u>August</u>	
Projected Reserve % 2019-20 ¹	24.69%	24.98%	
Projected Reserve % 2020-21 ^{1,2}	20.68%	20.68%	
Projected Reserve % 2021-22 ^{1,2}	20.11%	20.11%	

¹As a % of the Estimated Total Outgo

²Based on Multi-Year Projection at 2018-19 Unaudited Actuals August, 2019
Next Update is to Occur December 2019 for 1st Interim

BACKGROUND:

At the September 4, 2018 meeting, Administration presented an update on Deferred Maintenance projects as well as various other facility needs. Facility needs can generally be broken down into the following types:

Project Type	Description	Appropriate Funding Sources
Routine Repair or Maintenance	Routine, recurring, and usual work for the preservation or protection of the facility for its intended purposes	1. Routine Restricted Maintenance Account 2. General Fund
Deferred Maintenance	Major repair or replacement of building systems including plumbing, HVAC, electrical, roofing, flooring, walls, hardscape, and other structures	1. Deferred Maintenance Fund 2. General Fund
Enhancement/Improvement	Work to enhance or improve an element of existing buildings or grounds	1. General Fund 2. Fund 40 Set Aside
Renovation/Modernization	Work to significantly alter or renovate existing buildings, structures, and grounds	1. GO Bond Proceeds 2. State Grants 3. Developer Fees (if associated with growth) 4. Land Sale Proceeds
New Building Construction	Work to construct or reconstruct new buildings, including demolition and replacement	1. GO Bond Proceeds 2. State Grants 3. Developer Fees (if associated with growth) 4. Land Sale Proceeds

To further inform decision making regarding enhancement/improvement type projects, the Board and Administration visited all nine (9) school sites on October 13, 2018. At the February 5, 2019 Board meeting, Administration presented the resulting list of 71 identified projects, which became known as Imminent Facility Needs.

At its April 2, 2019, meeting, the Board identified the following 7 projects to be done during the 2019-20 school year and allocated \$725,000 from Fund 40:

Site	Description	Estimated Cost
Cajon Park	Install 2 to 3 seating areas in the entryway outside fence	\$50,000
Cajon Park	Move VP to back workspace or work space to MPR workroom	\$150,000
Carlton Hills	Renovate front office to move VP from current location to front office	\$150,000
Carlton Oaks	Install shade structure over Primary snack area similar to Rio Seco	\$75,000
Chet F Harritt	Improve exterior to front entrance: 1) Move rose garden 2) Remove planter area in front of office entry door 3) Install second path of pavers leading to the office entry door	\$100,000
Hill Creek	Install curved concrete poured in place seating with pavers like Pepper in between Wing C and D	\$100,000
PRIDE Academy	Install seating areas on the lunch courtyard area like Pepper Dr	\$100,000
Total		\$725,000

Tonight, Administration will update the Board of Education on the status of each of these projects and seek further Board direction on the two VP office relocations.

RECOMMENDATION:

This is an information item. Action, if any, is at the discretion of the Board of Education.

This item supports the following District goal(s):

SUPPORTED	STRATEGIC OBJECTIVE	DESCRIPTION
✓	Learning Environment	Provide a safe, engaging environment that promotes creativity, innovation, and personalized learning
✓	Fiscal Accountability	Financially support the vision, mission, and goals of the District by maximizing resources, controlling expenses, and managing assets to ensure fiscal solvency and flexibility

FISCAL IMPACT:

\$725,000 from the Fund 40 Facilities Needs Set Aside.

STUDENT ACHIEVEMENT IMPACT:

This is a fiscal item. All fiscal resources impact student achievement.

Motion: _____ Second: _____ Vote: _____

Agenda Item E.2.2.

Discussion and/or Action Item E.3.1. Ratification of Employer-Employee Collective Bargaining Tentative Agreements Between Santee School District and Santee Teachers Association (STA)

Prepared by Tim Larson
November 5, 2019

BACKGROUND:

Santee School District and the Santee School Teachers Association (STA) have reached a Tentative Agreement for the 2018-2019 school year concerning the following Articles:

- Article III, Employee Rights
- Article V, Association Rights
- Article X, Transfers
- Article XIV, Compensation Provisions
- Article XV, Salary Provisions
- Article XVII, Payroll Deductions
- Article XXIII, Term

STA membership ratified the tentative agreement on October 21, 2019. The negotiated language for each article is attached and represents the agreed upon language changes. The fiscal impact of Article XV, Salary Provisions is represented below:

- 3.25% increase for 2018-19 salary schedule effective July 1, 2018

RECOMMENDATION:

It is recommended that the Board of Education ratify the tentative agreements between Santee School District and the Santee Teachers Association (STA).

FISCAL IMPACT:

The Disclosure of Collective Bargaining Agreement is attached. The fiscal impact of the agreement for the 2019-20 school year is \$2,293,948.

STUDENT ACHIEVEMENT IMPACT:

This is a personnel item.

Motion: _____ Second: _____ Vote: _____

Agenda Item E.3.1.

Disclosure of Collective Bargaining Agreement
 In Accordance with AB 1200 (Statutes of 1991, Chapter 1213);
 GC § 3547.5 (Statutes of 2004, Chapter 52)

Santee School District

Name of Bargaining Unit: Santee Teachers Association (STA) Certificated: x Classified: _____

The proposed agreement covers the period: Beginning: 7/1/2018 Ending: 6/30/2019

This agreement will be acted upon by the Governing Board at its meeting on: 11/5/2019
 Date

A. Proposed Change in Compensation

Compensation	Cost Prior to Proposed Agreement (a) \$	Fiscal Impact of Proposed Agreement					
		Current Year 2019 - 2020		Year 2 2020 - 2021		Year 3 2021 - 2022	
		(b) \$	(c) %	(b) \$	(c) %	(b) \$	(c) %
1. Step & Column - Increase (Decrease) due to movement plus any changes due to settlement	\$27,282,800.00	\$592,836.00	2.17%	\$592,836.00	2.13%	\$592,836.00	2.08%
2. Salary Schedule - Increase (Decrease)	\$27,282,800.00	\$1,795,429.24	6.58%	\$897,714.62	3.09%	\$897,714.62	2.99%
3. Other Compensation - Increase (Decrease) in Stipends, Bonuses, etc.	\$27,282,800.00	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
4. Statutory Benefits - Increase (Decrease) in STRS, PERS, FICA, WC, UI, Medicare, etc.	\$5,747,956.14	\$492,460.29	8.57%	\$329,829.04	5.29%	\$326,907.56	4.98%
5. Health/Welfare Benefits - Increase (Decrease)	\$3,471,468.00	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
6. Total Compensation - Increase (Decrease) Total Lines 1(a) thru 5(a)	\$36,502,224.14	\$2,880,725.53	7.89%	\$1,820,379.66	4.62%	\$1,817,458.18	4.41%
7. Total Number of Represented Employees	365.00	365.00	365.00	365.00	365.00	365.00	365.00
8. Total Compensation Cost for Average Employee - Increase (Decrease)	\$100,006.09	\$7,892.40	7.89%	\$4,987.34	4.62%	\$4,979.34	4.41%

Impact on other Funds: See attached for impact to Fund 12

Disclosure of Collective Bargaining Agreement

In Accordance with AB 1200 (Statutes of 1991, Chapter 1213);
GC § 3547.5 (Statutes of 2004, Chapter 52)

Santee School District

Name of Bargaining Unit: Santee Teachers Association (STA) Certificated: x Classified: _____

The proposed agreement covers the period: Beginning: 7/1/2018 Ending: 6/30/2019

This agreement will be acted upon by the Governing Board at its meeting on: 11/5/2019
Date

A. Proposed Change in Compensation

Compensation	Cost Prior to Proposed Agreement (a) \$	Fiscal Impact of Proposed Agreement					
		Current Year 2019 - 2020		Year 2 2020 - 2021		Year 3 2021 - 2022	
		(b) \$	(c) %	(b) \$	(c) %	(b) \$	(c) %
1. Step & Column - Increase (Decrease) due to movement plus any changes due to settlement	\$74,100.00	\$1,202.00	1.62%	\$1,202.00	1.60%	\$1,202.00	1.57%
2. Salary Schedule - Increase (Decrease)	\$74,100.00	\$4,816.50	6.50%	\$2,408.25	3.05%	\$2,408.25	2.96%
3. Other Compensation - Increase (Decrease) in Stipends, Bonuses, etc.	\$74,100.00	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
4. Statutory Benefits - Increase (Decrease) in STRS, PERS, FICA, WC, UI, Medicare, etc.	\$15,527.27	\$1,241.01	7.99%	\$798.88	4.76%	\$791.80	4.51%
5. Health/Welfare Benefits - Increase (Decrease)	\$17,002.00	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
6. Total Compensation - Increase (Decrease) Total Lines 3(a), 4(a), 5(a)	\$106,629.27	\$7,259.51	6.81%	\$4,409.13	3.87%	\$4,402.05	3.72%
7. Total Number of Represented Employees	2.00	2.00	2.00	2.00	2.00	2.00	2.00
8. Total Compensation Cost for Average Employee - Increase (Decrease)	\$53,314.64	\$3,629.76	6.81%	\$2,204.56	3.87%	\$2,201.03	3.72%

Impact on other Funds: _____

A. Provide a brief narrative of the proposed change in compensation, including percentage change(s), effective date(s), and comments and explanations as necessary:

3.25% increase to the 2018-19 salary schedule effective July 1, 2018
Up to 10 additional days of pay for RSP teachers, upon mutual agreement of District and employee

B. Proposed Negotiated Changes in Non-Compensation Items (class size adjustments, staff development days, teacher prep time, etc.)

Side Letter to convene a task force to discuss class sizes and provide a joint communication to the Board.

C. What are the specific impacts on instructional/support programs to accommodate the settlement? Include the impact of non-negotiated changes such as staff reductions and program reductions/eliminations.

None

D. What contingency language is included in the proposed agreement? Include specific areas identified for reopeners, applicable fiscal years, and specific contingency language.

None

E. Source of Funding for Proposed Agreement

1. Current Year

LCFF Base Grant revenue increase

2. How will the ongoing cost of the proposed agreement be funded in future years?

LCFF Base Grant revenue increase and use of reserves if LCFF increases in future years are COLA only

3. If multi-year agreement, what is the source of funding, including assumptions used, to fund these obligations in future years? (Remember to include compounding effects in meeting obligations)

F. Impact of Proposed Agreement on Current Year Unrestricted Reserves

1. State Reserve Standard

a. Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$74,651,082
b. State Standard Minimum Reserve Percentage for this District	3.00%
c. Projected P-2 ADA	6,592.25
d. State Standard Minimum Reserve Amount for this District (Line 1a times Line 1b, or \$50,000, whichever is greater, for a district with less than 1,001 ADA)	\$2,239,532.45

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a. General Fund Budgeted Unrestricted Designated for Economic Uncertainties	\$2,239,532.45
b. General Fund Budgeted Unrestricted Unappropriated Amount	\$10,273,991.02
c. Special Reserve Fund 17-Budgeted Designated for Economic Uncertainties	\$3,081,128.00
d. Special Reserve Fund 17-Budgeted Unappropriated Amount	
e. Total District Budgeted Unrestricted Reserves	\$15,594,651.47

3. Do unrestricted reserves meet the state standard minimum reserve amount?

Yes

No

G. Certification

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement in accordance with the requirements of AB 1200 and Government Code § 3547.5.

We hereby certify that the costs incurred by the school district under this agreement can be met by the district during the term of the agreement.



District Superintendent
(Signature)

10-15-19

Date



Chief Business Official
(Signature)

10-15-19

Date

Contact Person:

KARL CHRISTENSEN

Telephone No.:

619-258-2321

Supplement

H. Impact of Proposed Agreement on Current Year Operating Budget

Date of governing board approval of budget revisions in Col. 2: 11/5/2019
 in accordance with Education Code § 42142 and Government Code § 3547.5

Provide a copy of board-approved budget revisions and board minutes. In addition, provide two expenditure reports generated by the district's financial system: one showing the budget by major object before the changes and a second showing the budget by major object after the changes.

If the board-approved revisions are different from the proposed budget adjustments in Col. 2, provide a revised report upon approval of the district governing board.

	(Col. 1) Latest Board- Approved Budget Before Settlement as of 8/6/2019	(Col. 2) Adjustments as a Result of Settlement	(Col. 3) Other Revisions As Of: 8/6/2019	(Col. 4) (Cols. 1 + 2 + 3) Total Impact on Budget
2019-20 45 day budget revision:				
REVENUES:				
LCFF Sources (8010-8099)	59,958,259			59,958,259
Remaining Revenues (8100-8799)	11,978,173			11,978,173
TOTAL REVENUES	71,936,432	0	0	71,936,432
EXPENDITURES:				0
1000 Certificated Salaries	32,757,757	1,795,429		34,553,186
2000 Classified Salaries	10,706,054			10,706,054
3000 Employee Benefits	16,490,070	492,460		16,982,530
4000 Books and Supplies	3,453,361			3,453,361
5000 Services and Operating Expenses	5,761,985			5,761,985
6000 Capital Outlay	234,908			234,908
7000 Other	677,870			677,870
TOTAL EXPENDITURES	70,082,005	2,287,890	0	72,369,895
OPERATING SURPLUS (DEFICIT)	1,854,427	(2,287,890)	0	(433,463)
OTHER SOURCES AND TRANSFERS IN	0		0	0
OTHER USES AND TRANSFERS OUT	2,281,187	0	0	2,281,187
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	(426,760)	(2,287,890)	0	(2,714,650)
BEGINNING BALANCE	16,703,937			16,703,937
CURRENT YEAR-ENDING BALANCE	16,277,177			13,989,287
COMPONENTS OF ENDING BALANCE:				
Nonspendable (9711-9719)	515,452		0	515,452
Restricted (9740)	627,540		0	627,540
Committed (9750/9760)	0		0	0
Assigned (9780)	332,772		0	332,772
Reserve Economic Uncertainties (9789)	2,170,896	68,637	0	2,239,532
Unassigned/Unappropriated (9790)	12,630,517			10,273,991

If the total amount of the adjustment in Column 2 does not agree with the amount of the total cost shown on page 1, please explain:

Step and Column costs already included in Latest Board-Approved Budget Before Settlement.

H. Impact of Proposed Agreement on Current Year Operating Budget

Date of governing board approval of budget revisions in Col. 2: 11/5/2019
 in accordance with Education Code § 42142 and Government Code § 3547.5

Provide a copy of board-approved budget revisions and board minutes. In addition, provide two expenditure reports generated by the district's financial system: one showing the budget by major object before the changes and a second showing the budget by major object after the changes.

If the board-approved revisions are different from the proposed budget adjustments in Col. 2, provide a revised report upon approval of the district governing board.

	(Col. 1) Latest Board- Approved Budget Before Settlement as of	(Col. 2) Adjustments as a Result of Settlement	(Col. 3) Other Revisions	(Col. 4) (Cols. 1 + 2 + 3) Total Impact on Budget
2019-20 45 day budget revision:	08/06/19			
REVENUES:				
LCFF Sources (8010-8099)	0			0
Remaining Revenues (8100-8799)	313,048			313,048
TOTAL REVENUES	313,048	0	0	313,048
EXPENDITURES:				0
1000 Certificated Salaries	81,034	4,817		85,851
2000 Classified Salaries	99,134			99,134
3000 Employee Benefits	59,021	1,241		60,262
4000 Books and Supplies	38,845			38,845
5000 Services and Operating Expenses	11,060			11,060
6000 Capital Outlay	15,000			15,000
7000 Other	13,328			13,328
TOTAL EXPENDITURES	317,422	6,058	0	323,480
OPERATING SURPLUS (DEFICIT)	(4,374)	(6,058)	0	(10,432)
OTHER SOURCES AND TRANSFERS IN	0			0
OTHER USES AND TRANSFERS OUT	0			0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	(4,374)	(6,058)	0	(10,432)
BEGINNING BALANCE	39,604			39,604
CURRENT YEAR-ENDING BALANCE	35,230			29,172
COMPONENTS OF ENDING BALANCE:				
Nonspendable (9711-9719)	0			0
Restricted (9740)	35,230	(6,058)	0	29,172
Committed (9750/9760)	0			0
Assigned (9780)	0			0
Reserve Economic Uncertainties (9789)	0			0
Unassigned/Unappropriated (9790)	0			0

If the total amount of the adjustment in Column 2 does not agree with the amount of the total cost shown on page 1, please explain:

Step and Column costs already included in Latest Board-Approved Budget Before Settlement.

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Negotiated changes to this article are reflected below.


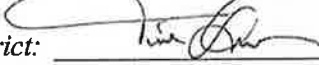
**ARTICLE III
Employee Rights**

C. Placement of Derogatory Material in Personnel Files

2. ...Any such material to be placed in the file shall be timely with the incident giving rise to the material. Derogatory material will be limited to information seen and/or documented by management

All other provisions of this article are to remain in force

Representative for:

STA:  Santee School District: 

Date: 10-17-19 Date: 10/17/19

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**ARTICLE V
Association Rights**

G. Release Time for Association Business

1. Up to ten ~~(10)~~ (20) days of paid leave per year shall be granted to the Association President or designee for the purpose of Association business. Requests for release time shall be initiated by the Association President and directed to the Administrator for Human Resources, at least twenty-four (24) hours prior to the requested release time. This requirement of twenty-four (24) hours advance notice may be waived by the Administrator for Human Resources, to accommodate unanticipated events requiring more immediate attention. The request shall be considered as granted upon approval by the Administrator for Human Resources, contingent upon availability of substitutes. Release time must be taken in increments of no less than one-half (1/2) day per Association representative released, unless the employee being released does not require a substitute. Additional release time may be arranged for through mutual agreement of the Association President and the Administrator for Human Resources. All expenses and costs for substitutes over and above ten ~~(10)~~ (20) days shall be paid by the Association. Release time under this Agreement shall not be used for any activity which violates this Agreement.

2. Release time may be granted to STA members for the purpose of attending CTA/NEA sponsored activities. All expenses and costs for substitutes shall be paid by the Association.

H. Release Time for CTA/NEA Sponsored Conferences

Employees may be granted release time to attend CTA/NEA sponsored conferences that apply directly to meeting students' educational needs. Approval of an employee's request shall be subject to District conference procedures. All conference expenses and costs for substitutes shall be paid by the Association or the employee.

I. Membership in the Association and Agency Fee

Membership in the Santee Teachers Association (STA) is not compulsory. Bargaining unit members have the right to join STA, or to not join STA, or to maintain or terminate their membership as they see fit. Neither party shall exert or put pressure on or discriminate against a certificated employee as regards such matters.

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1. The Association shall have the right to have regular membership dues deducted for employees in the bargaining unit who choose to be members of the Association.
2. The District shall deduct, in accordance with the official Association dues schedule provided to the District, regular dues from the wages of all employees who are members of the Association on the date of execution of this Agreement and who have submitted signed dues deduction authorization forms to the District.
3. The District shall deduct regular dues, in accordance with the official Association dues schedule, from the wages of all employees who, after the date of this Agreement, become members of the Association and submit signed dues authorization forms to the District.
- ~~4. All employees who are not Association members and who elect not to initiate a dues deduction authorization form shall pay service fees to the Association in an amount established by the Association. Any dispute between an employee and the Association over the amount of the service fees shall be submitted to the Association President in writing. STA/CTA/NEA shall provide a procedure for resolving such disputes and shall upon request provide information to unit members about the procedure. Service fees may be paid by submitting a service fees deduction authorization form to the District, by direct annual payment to the Association by October 1 of the school year or within thirty (30) days of the first (1st) day of employment for new employees, or by involuntary deduction from wages pursuant to Education Code Section 45061 which is the sole remedy in this article for failure to voluntarily pay the service fees.~~
- ~~5. Notwithstanding any other provision of this article, any employee who is a member of a religious body whose traditional tenets or teachings include objections to joining or financially supporting employee organizations shall not be required to join, maintain membership in, or financially support any employee organization as a condition of employment; except that such employee is required, in lieu of payment of lawful service fees to the Association, to pay an amount equal to lawful service fees to any non-religious, non-labor organization, charitable funds exempt from taxation under Section 501(c)(3) of Title 26 of the Internal Revenue Code~~
- ~~6. An employee who files such exemption shall present documentation to the Association in support of his/her membership in such a religious body. If the Association does not endorse the employee request, the District shall make the payroll deduction for the agency fee to hold in trust. If the employee continues to object, he/she may request that the case be taken to arbitration. The arbitration shall be conducted under the expedited rules of the AAA, and the issue before the arbitrator shall be whether or not the employee is a member of a religious~~

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~~body whose traditional tenets or teachings include objections to joining or supporting employee organizations. The burden of proof shall be on the employee.~~

~~a. Each party shall bear the cost for its representation in the arbitration. The cost of arbitrator shall be paid by the losing party. If there are multiple objections, the cases shall be consolidated into a single hearing at the option of the Association.~~

~~b. The Santee School District shall bear no financial cost for arbitration outlined above.~~

7. As a condition of effectiveness of this article, the Association agrees to indemnify the District contractual attorney fees and save the District, Board of Education, each individual school Board member, and all administrators in the District harmless against any and all claims, demands, costs, lawsuits, judgments, or other forms of liability and direct costs, including all court or state administrative agency costs that may be sustained out of, or by reason of, actions taken by the District for the purpose of complying with this article.

J. New Bargaining Unit Member Orientation

1. The District shall provide an annual new bargaining unit member orientation for all newly hired bargaining unit members to take place within five (5) business days prior to the first day of classes, except when no new bargaining unit members are commencing employment at the start of a given year. Any bargaining unit member(s) hired after the start of the school year shall be provided an in-person orientation meeting within thirty (30) calendar days from the date of the hire. New bargaining unit members shall be paid their hourly per-diem rate, based on their annual salary, for the duration of these required orientation meetings when orientations occur outside the contract year and/or day.

2. The District shall provide written notice of the date, time and location of all bargaining unit member orientation meetings, by certified or electronic mail, to the Association president or designee no later than twenty-one (21) calendar days in advance of the annual orientation meeting(s) or ten (10) working days in advance of other orientation meetings that may occur throughout that year. In the event the District is unable to comply with the stated advance notice, the District shall, at the request of the Association, reschedule the orientation meeting and provide the advance notice. If, however, the District provides proof that there was an urgent need critical to the employer's operations that was not reasonably foreseeable, the Association shall be provided as much notice as possible.

3. The Association shall be provided not less than sixty (60) minutes of uninterrupted time to communicate with bargaining unit members at all new bargaining unit member orientation

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meetings. Such time will not be provided at the end of the agenda unless the Association requests to be placed at the end of the agenda. District administration shall not be present during Association time, unless the Association requests specific administrators remain present.

a. The Association is entitled to invite California Teachers Association (CTA) endorsed vendors and CTA staff to the Association portion of new bargaining unit member orientation meetings and will have access to District audio visual equipment for Association presentations.

b. The Association shall have District paid release time to attend and participate in new bargaining unit member orientation meetings for up to three bargaining unit members, selected by the Association, if any orientation meeting is held during contractual work hours.

K. Not of, and Opportunity to Oppose, Third-Party Requests for Members' Information

a. The District shall notify the Association president (or designee) and the impacted unit member(s) of any third-party request for unit members' disciplinary, evaluative, or other personnel record, or contact information within two (2) workdays of receipt of the request. The District will not release the request for seven (7) workdays of receipt of the request so that the Association and impacted unit member(s) have a reasonable opportunity to object to the disclosure of the requested information and/or raise potential concerns before the employer responds to the requester and publicizes the information.

b. The District shall not disclose to a third party personal unit member information such as home addresses, personal email addresses, home phone or cell phone numbers, birthdates, family member names, etc.

All other provisions of this article are to remain in force

Representative for:

STA:  Santee School District: 

Date: 10-17-19 Date: 10/17/19

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Negotiated changes to this article are reflected below.

ARTICLE X

Transfers

A. Introduction

The Superintendent (or designee) is responsible for the assignment and transfer of employees within the District. The services of all employees are contracted with the District rather than with individual schools, programs or departments. In acquiring permanent status, bargaining unit members do not thereby acquire a vested right to teach (or give service) in any certain assignment. The District retains the prerogative to change the assignments of employees so long as work assigned is of rank equivalent to that by which permanent status was acquired, and provided the assignment is one for which the employee holds certification qualifications.

B. Definition of Terms

1. Transfer: "Transfer" is defined as the shift or relocation of an employee from a school or department to a position of substantially the same level of responsibility, status, and pay in another school or department within the District. A transfer is a lateral as opposed to a vertical change. Changes in school assignment for employees who are assigned to two or more school sites or facilities shall not be considered a transfer providing they continue to perform duties specified by the job description for the position.
2. Employee-Initiated Transfer: An "employee-initiated transfer" is a transfer which is initiated through a request submitted by a unit member.
3. Management-Initiated Transfer: A "management-initiated transfer" is defined as a change of school or department initiated by the administrator.
4. Vacancy: "Vacancy" is defined as a position at a school or department which the District has determined is to be filled by a regular probationary or permanent employee rather than a substitute or temporary employee. A vacancy may occur due to additional enrollment, dismissal, retirement, or resignation. ~~At the time that a position is posted, it is considered a "vacancy" and must be filled with a qualified permanent or probationary employee requesting an employee-initiated transfer. In the event that no qualified permanent or probationary employee applies for transfer to the vacant position, the position may be filled by a substitute, temporary, or new hire.~~
5. Seniority: "Seniority" is the length of time that an employee has been continuously employed by the District. Seniority is established on the basis of the date on which an employee first rendered paid service to the District as a regular probationary employee. Highest seniority

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shall apply in employee-initiated transfers and lowest seniority shall apply in management-initiated transfers.

6. Open Posting: Available positions that are posted publicly through district approved recruiting processes to attract an applicant pool.

C. Posting Procedure

1. The posting period for all vacancies that have occurred during the regular school year shall be from ~~May 1 through September 30~~ March 20 to five (5) business days after April 15. All vacancies that occur prior to ~~the first day of school~~ April 15 will be posted for 5 (five) days. Any vacancies that occur within 5 business days after April 15 will be posted for transfer for one (1) business day. Regarding the 5 day postings, The District will notify the Association President or designee by email of the specific position(s) one (1) business day prior to the posting. Either party may request a meeting prior to the posting.
2. Transfers that occur at the beginning of the school year due to overstaffed schools shall be completed within the first two weeks of school. Any position(s) that remains vacant after management-initiated transfers are complete shall be posted for an employee-initiated transfer. Such positions shall be advertised for 3 (three) days only for immediate filling. Any vacancy created as a result of the granting of an employee-initiated transfer shall not be posted until May 1 of that school year.
3. Positions which become available after the fourth Friday of the school year may be filled with a substitute or temporary teacher. These employees shall be informed that the positions they are filling will be posted in ~~May~~ March/April as a transfer opportunity and that permanent and probationary employees will be given first consideration for all posted positions.
4. Teachers with a permanent or probationary status at the time the position was created or vacated during the year will receive consideration prior to the resultant vacancy being opened to temporary or outside candidates.
5. Following appropriate Board action, the District shall notify Association leadership of new or vacated positions that have been filled with a substitute or temporary teacher.
6. ~~Unit members who desire an employee-initiated transfer may file a District transfer request form with the Administrator for Human Resources, at any time, whether or not a vacancy exists. Human Resources Department will notify the employee's immediate supervisor of the employee's request for transfer. All transfer requests will expire on April 30. An employee may file a new transfer request on or after May 1.~~
7. Unit members returning from leave of absence or those wishing to return to full-time employment from part-time employment shall be given first consideration for vacancies.

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8. ~~The Human Resources Department will notify all employees of all upcoming postings that occur during the summer at the time of the posting. Unit members who wish to be considered for vacancies which occur during the summer must notify the Human Resources Department in writing beginning the last week of school and keep the Human Resources Department informed about the summer address and telephone number where they may be reached in regard to receiving postings.~~

D. Employee-Initiated Transfers

1. Permanent Employees.

- a. Permanent employees meeting the requirements for the position as listed in the job posting, shall have first priority consideration in filling vacancies that occur or are identified within 5 business days after on or before April 15th of each school year. ~~After April 15th of each year all transfer processes are complete. all~~ qualified applicants who have applied for the vacancy at the school shall have access to the selection process for filling the existing vacancy. to the vacancy through the regular open posting procedures.

- b. Positions which become available after the fourth Friday of the school year will be filled by a temporary teacher for the remainder of the assignment of school year and will be posted for transfer the following ~~spring~~ March/April for the next school year.

- c. When two or more applicants meet all specified job criteria, seniority will be utilized as the tie breaker.

- d. The District may deny a transfer to an employee under the following circumstances:

- 1) The employee has had a problem in the past, ~~extreme~~ serious in nature as documented in the personnel file, which ~~that~~ would prevent the employee from being effective in the position.
- 2) The employee has had unsatisfactory performance as evidenced by the most recent evaluation or other documentation.

2. Multiple Applicants for Transfer.

- a. In the event that more than one bargaining unit member applies for a position posted for transfer, the following criteria shall be applied to determine who is granted the position:

- 1) Meets all legal requirements including credentials and authorizations.
- 2) Level and degree of training ~~and experience.~~
- 3) Meets requirements of specific job description.

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4)Willingness to comply with specific program requirements.

b.The District may deny a transfer to an employee under the following circumstances:

1) The employee has had a problem in the past, ~~extreme~~ serious in nature as documented in the personnel file, which, that would prevent the employee from being effective in the position.

2)The employee has had unsatisfactory performance as evidenced by the most recent evaluation or other documentation.

c.Seniority shall be the deciding factor where two or more-unit members are equally qualified for the same vacancy. In the event that two or more equally qualified unit members also have equal seniority, the determination of who is granted the position shall be by lot.

3.If a unit member's employee-initiated transfer request has been denied, he/she is encouraged to request a conference with the Superintendent or his/her designee to discuss the reasons for denying the transfer. Upon request, a written statement of the reasons for denying an employee-initiated transfer request will be provided to the affected unit member.

4.No request for transfer shall be denied arbitrarily, capriciously, or without basis or fact.

E. Management-Initiated Transfers

1.Any unit member may be transferred to a vacancy by the Superintendent or designee at any time for reasons such as, but not limited to, the following:

a.Overstaffed schools.

b.Staffing new schools.

c.To comply with the District's Affirmative Action Plan.

d.Federal or state mandates.

e.Credential problems.

f.Balance in a school or department relative to training, experience, and background.

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- g. Unsatisfactory working relationships as evidenced by District evaluations or other documentation, including documentation resulting from formal disciplinary action.
 - h. Unsatisfactory service as evidenced by District evaluations or other documentation, including documentation resulting from formal disciplinary action.
2. Management-initiated transfers are initiated by principals, directors, assistant superintendents, and the superintendent or designee.
 3. Before a request for management-initiated transfer is acted upon, the employee must be advised through personal interview of the reason why a management-initiated transfer is being recommended. Upon request by the employee, these reasons will be provided in writing.
 4. The administrator initiating a transfer shall complete a District transfer request form, stating the reasons for the transfer.
 5. The affected employee shall acknowledge being advised of the reasons for transfer by signing the transfer form.
 6. The affected employee may request the opportunity to attach a signed, written, and dated statement to the transfer form.
 7. The affected employee will be advised within five (5) days of the final decision by the Superintendent or designee of employer action regarding the transfer. Upon request by the employee, this decision will be provided in writing.

F. Procedure for Supervisors of Overstaffed Schools or Departments.

When the District has determined a school or department to be overstaffed, the administration shall first seek qualified volunteers who are not needed to meet requirements, related to the criteria below, at the affected school. If there are no qualified volunteers, the District shall make a determination based upon the criteria listed below. Least seniority in the District shall apply unless there is a compelling reason directly related to the following criteria:

1. Legal requirements, including credentials and authorizations.

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2. Level and degree of training and experience, including identifiable instructional/curricular skills and strengths.

3. Legitimate, identifiable educational needs of the school(s) involved.

G. Closing a School

If it should become necessary during the term of the Agreement for the District to close a school, the District will meet and negotiate with the exclusive representative for employees (STA/CTA/NEA) regarding the procedures to be used in re-assigning the affected employees.

Process - School Closure (STA Negotiations, May 20, 2004)

For the 2003-04 school year, STA and the District agree to the following process regarding placement of teachers affected by a school closure preceding the 2004-05 school year:

STA and the District agreed to the following process regarding 2003-04 displaced teachers:

1. Principals establish staffing based upon need and use current staff at site.
2. Language Arts Specialists have first choice from open positions at their site. If they don't choose a position at their site, they will be included in the remaining pool of displaced teachers to select an opening by seniority.
3. If Language Arts' positions materialize later, Language Arts Specialists have first choice of their previous position.
4. By seniority, Resource Specialists have first choice of Resource Specialist openings in the district. If they don't choose a Resource Specialist position, they will be included in the remaining pool of displaced teachers to select an opening by seniority.
5. All remaining displaced teachers are included in a pool to select from open positions.
6. Principals reassign within their school.
7. Post open positions for transfer.
8. A second drawing will be held in the fall.
9. Principals reassign within their school.

It was agreed that language developed earlier in this negotiation's session regarding Article X, Transfers, Section G, Closing a School, would be included in the contract. On mutual agreement, this article could be reviewed at the time of the closure of a school.

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All other provisions of this article are to remain in force

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Negotiated changes to this article are reflected below.

**ARTICLE XIV
Compensation Provisions**

A. Salary Deductions

The Board of Education, when drawing an order for the salary payment due to an employee of the District, shall with or without charge reduce the order by the amount which it has been requested in a revocable written authorization by the employee to deduct for the purpose of paying the dues of the employee for membership in the Santee Teachers Association, California Teachers Association, and National Education Association ~~or representational fees~~ as required in Article V, Section I of this Agreement. Upon return from leave, The District will inform the Association President or designee when an employee returns from unpaid leave, this payroll deduction shall be automatically resumed. In the case where an employee's status is changed from part-time to full-time or full-time to part-time, the amount of payroll deduction will automatically be adjusted.

B. Previous Experience

Prior credit for persons hired shall be ~~allowed~~ in accordance with the following provisions:

- ~~a) Hired prior to March 17, 1989, a maximum of four (4) years of teaching experience~~
- ~~b) Hired on or after March 17, 1989 and before July 1, 2015, a maximum of six (6) years of teaching experience~~
- ~~c) Hired on or after July 1, 2015 and before July 1, 2016, a maximum of seven (7) years of teaching experience~~
- ~~d) Hired on or after July 1, 2016 and before July 1, 2017, a maximum of eight (8) years of teaching experience~~
- ~~e) Hired on or after July 1, 2017 and before July 1, 2018, a maximum of nine (9) years of teaching experience~~
- ~~f) Hired on or after July 1, 2018 and before July 1, 2019, a maximum of ten (10) years of teaching experience.~~

All other provisions of this article are to remain in force

Representative for:

STA:  Santee School District: 

Date: 10-17-19 Date: 10/17/19

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Negotiated changes to this article are reflected below.

**ARTICLE XV
Salary Provisions**

B. Length of School Year

At the sole discretion of the District, a work year of up to one hundred eighty-five (185) working days may be established. Up to the equivalent of two and 1/2 (2.5) working days may be set aside by the District for faculty meetings and professional development activities, the dates for which shall be determined by the District. Professional development activities on these days shall include time for grade level and content area collaboration. At least two and 1/2 (2.5) days shall be reserved for teacher preparation activities. Employees who serve more working days or less working days than the number of working days established at the beginning of the school year shall receive only an amount of salary that bears the same ratio to the established annual salary for the position as the number of working days they serve bears to the number of working days established for their job classification at the beginning of the school year. If the state provides increased funding for lengthening the school year, the District, at its discretion, may increase the number of working days for employees. Employees will receive their regular per diem rate for any additional days added to their work year.

~~The District and school psychologists, SLPs, and Resource Specialists may mutually agree to extend the school psychologists' their work year up to ten (10) additional days. The District may extend the work year of School Psychologists, Speech-Language Pathologists, and/or Resource Specialists by up to ten (10) additional days upon mutual agreement of the respective employee.~~
Pay for additional days shall be at daily rate as per Article XV, "Salary Provisions", "Salary Schedule."

E. Compensation Increase for 2017-18-2018-19

Salary Schedule Increases:

- 3.25% increase to the 2018-19 salary schedule effective July 1, 2018
- ~~1.00% increase to the 2017-18 salary schedule effective July 1, 2017~~

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- ~~1.00% off schedule payment, calculated on base pay, paid as a one-time lump sum amount for the 2017-18 work year~~
- ~~Reimbursement for teachers hired on or after July 1, 2016 who are new to the teaching profession and who successfully complete a State required Beginning Teacher Support and Assessment (BTSA) program up to \$2,500, provided the teacher obtains permanency in the District~~
- ~~\$315 stipend for teachers who attend 6th grade camp~~

F. Reimbursement for teachers hired on or after July 1, 2016 who are new to the teaching profession and who successfully complete a State required Beginning Teacher Support and Assessment (BTSA) program up to \$2,500, provided the teacher obtains permanency in the District.

F G. 10/12 Pay Option

All other provisions of this article are to remain in force

Representative for:

STA:  Santee School District: 

Date: 10-17-19 Date: 10/17/19

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Negotiated changes to this article are reflected below.

**ARTICLE XVII
Payroll Deductions**


A. Procedure

The District will deduct from the pay of Association members and pay to the Association the normal and regular monthly Association membership dues as authorized in writing by the employee on ~~the District~~ an Association membership form, subject to the following conditions:

1. Such deduction shall be made only upon submission of ~~the District form to~~ an Association membership form to the designated representative of the District, duly completed and executed by the employee and the Association.
2. The District shall not be obligated to put into effect any new, changed or discontinued deduction until the pay period commencing fifteen (15) days or more after such submission.
3. Upon return from a leave of absence, Association members shall submit an Association membership form authorizing the District to deduct the normal and regular monthly Association membership dues.

All other provisions of this article are to remain in force

Representative for:

STA 

Santee School District: 

Date: 10-17-19

Date: 10/17/19

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**ARTICLE XXIII
TERM**

A. General Provisions

This agreement shall be for three two years – ~~July 1, 2015 – June 30, 2016; July 1, 2016 – June 30, 2017; July 1, 2017 – June 30, 2018; July 1, 2018 - June 30, 2020.~~ For the term of this contract there shall be re-openers of salary and benefits plus three (3) articles of each party's choice. By mutual consent, the Association and the District may seek change in any article. The Agreement shall remain in full force and subject to change or amendment by the parties through implementing the following procedure:

1. The Association and the District agree that unless otherwise mutually agreed to, either party will notify the other in writing by March 1 of its request to modify or amend the Agreement.
2. In the event that neither party gives appropriate written notice to the other of its desire to modify, amend, or terminate specific provisions within the specified time limitations, the Agreement shall remain in full force and effect for at least another year.
3. After appropriate written notice pursuant to the above paragraph has been received and the public notice provisions of Chapter 10.7 of Government Code have been met, the parties agree to meet and negotiate in good faith on specific provisions to be modified, amended, or terminated.

~~4. Negotiations for 2015-16 and 2016-17 shall be considered closed.~~

4. At the conclusion of the class size task force, both parties will meet and negotiate in good faith, article IX Class Size.

All other provisions of this article are to remain in force

Representative for:

STA:  Santee School District: 

Date: 10-17-19 Date: 10/17/19

Discussion and/or Action Item E.3.2. Approval of Additional Compensation Per Employer-Employee Collective Bargaining Agreement Clause Between Santee School District and California School Employees Association and its Chapter #557 (CSEA)

Prepared by Tim Larson
November 5, 2019

BACKGROUND:

On May 21, 2019, Santee School District and the California School Employees Association and its Chapter #557 (CSEA), tentative agreements were ratified by the Board of Education for the 2018-2019 school year. In the tentative agreement for Article 17, Compensation, additional language was included with respect to receiving the same compensation for the 2018-2019 school year that is received by any bargaining unit.

Presented tonight for approval is additional compensation as follows:

- 1.0% on-schedule salary increase effective July 1, 2018.

RECOMMENDATION:

It is recommended that the Board of Education approve the additional compensation in respect to the tentative agreement between Santee School District and the California School Employees Association and its Chapter #557 (CSEA).

FISCAL IMPACT:

The cost impact for CSEA for the 1% salary increase is \$129,517 paid from the General Fund, Child Development Fund, Cafeteria Fund, and Enterprise Fund.

STUDENT ACHIEVEMENT IMPACT:

This is a personnel item.

Motion: _____ Second: _____ Vote: _____

Agenda Item E.3.2.

Item F. BOARD POLICIES AND BYLAWS

BACKGROUND:

Board Bylaw 9310, Board Policies, and Education Code 35160.5 require that the Board annually review the Board Policies listed below. These Board Policies have been reviewed by Administration and are submitted to the Board for a second reading. BP 4315.1, Certification of Competence in Evaluation and Instructional Methodologies, was deleted by the California School Boards Association. Policies were presented to the Board for a First Reading at the October 15, 2019 meeting.

Policy	Policy Title
BP 4116	Probationary/Permanent Status
<i>Deletion</i> of BP 4315.1	Certification of Competence in Evaluation and Instructional Methodologies
BP 6145	Extracurricular and Cocurricular Activities

The listed Board Policies were last reviewed on September 18, 2018.

RECOMMENDATION:

It is recommended that the Board of Education approve the listed Board Policies submitted for a second reading.

FISCAL IMPACT:

There is no fiscal impact as a result of this review.

STUDENT ACHIEVMENT IMPACT:

Effective governance has a positive impact on student achievement.

Motion: _____ Second: _____ Vote: _____

Item F.1.1.

PROBATIONARY/PERMANENT STATUS

Probationary Status

Probationary employees shall receive training, assistance and evaluations consistent with their needs as new teachers. Such training and assistance may consist of inservice training and/or meetings with the employee's evaluator to discuss areas of strength and areas requiring improvement. Inservice training may be provided during school hours as part of a comprehensive staff development program.

The performance of each probationary employee shall be evaluated and assessed at least once every school year.

(cf. 4115 - Evaluation/Supervision)
(cf. 4131 - Staff Development)

Permanent Status

Granting of permanent status shall be based on completion of the probationary period in accordance with applicable law. Employees granted permanent status acquire specific rights under the Education Code, including those relating to discipline and dismissal. (Education Code 44932-44988)

(cf. 4117.4 - Dismissal)
(cf. 4117.6 - Decision Not to Rehire)

Legal Reference:

EDUCATION CODE

- 44466 Status of university interns
- 44850.1 No tenure in administrative or supervisory position
- 44885.5 Status of district interns
- 44908 Complete year for probationary employees
- 44911-44913 Service not computed in eligibility for permanent status
- 44915 Classification of probationary employees
- 44917-44921 Status of substitute or temporary employees
- 44929.20 Continuing contracts (not to exceed four years - ADA under 250)
- 44929.21 Districts of 250 ADA or more
- 44929.23 Districts with less than 250 ADA
- 44929.28 Employment by another district
- 44930-44988 Resignations, dismissals and leaves of absence, especially:
- 44948.2 Election to use provisions of Section 44948.3
- 44948.3 Dismissal of probationary employees

Policy adopted: February 18, 1986
Policy revised: May 5, 2009, January 20, 2015
Policy reviewed: December 15, 2009, May 3, 2011; June 15, 2012
June 4, 2013; January 20, 2015; July 7, 2015; July 5, 2016

SANTEE SCHOOL DISTRICT
Santee, California

CERTIFICATION OF COMPETENCE IN EVALUATION AND INSTRUCTIONAL METHODOLOGIES

~~The Superintendent shall annually submit to the Governing Board a list of district administrators whose duties include evaluation of certificated personnel. The administrators listed will be presented as competent by the Superintendent in instructional methodologies and in the evaluation of certificated personnel. The Board will certify the competence of personnel recommended by the Superintendent.~~

~~Criteria for certification may include but not be limited to the following:~~

~~Academic Qualifications~~

- ~~1. — Earned Master's Degree or advanced degree of equivalent standard from an accredited college or university.~~
- ~~2. — Evidence of university level course work in techniques of supervision, human relations and instructional methodologies.~~

~~Experience~~

- ~~1. — Demonstration of competence in the evaluation process.~~
- ~~2. — Demonstration of competence in instructional methodologies.~~
- ~~3. — Completion of at least three (3) years of successful teaching.~~

~~Credential~~

- ~~1. — Possession of valid California Administrative Credential~~

~~Professional Knowledge and Skills~~

- ~~1. — Evidence of professional growth program participation.~~
- ~~2. — Demonstration of understanding of district-adopted curriculum, policies and practices.~~
- ~~3. — Demonstration of skill in instructional observation.~~
- ~~4. — Demonstration of skill in techniques and procedures of evaluation of instruction.~~

~~This certification is intended to comply with requirements of the Education Code and is intended to be used for no other purpose. This policy shall be reviewed annually by the Board.~~

~~Legal Reference: (see next page)~~

**CERTIFICATION OF COMPETENCE IN EVALUATION
AND INSTRUCTIONAL METHODOLOGIES**

Legal Reference:

EDUCATION CODE

33039 Guidelines for teacher evaluation

44660-44665 Evaluation and assessment of performance of certificated employees

44681-44689 Administrator training and evaluation

GOVERNMENT CODE

3543.2 Scope of representation (re-evaluation procedures)

Policy adopted: June 19, 1984 _____ **SANTEE SCHOOL DISTRICT**
Policy amended: December 4, 2007 _____ Santee, California
Policy reviewed: May 5, 2009; December 15, 2009; May 3, 2011;
June 15, 2012; June 4, 2013; January 20, 2015; July 7, 2015; July 5, 2016;
August 15, 2017; September 18, 2018

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

The Governing Board recognizes that extracurricular and cocurricular activities enrich the educational and social development and experiences of students. The district shall encourage and support student participation in extracurricular and cocurricular activities without compromising the integrity and purpose of the educational program.

No extracurricular or cocurricular program or activity shall be provided or conducted separately, and no district student's participation in extracurricular and cocurricular activities shall be required or refused, based on the student's sex, gender, sexual orientation, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability. Requirements for participation in extracurricular and cocurricular activities shall be limited to those that are essential to the success of the activity. (5 CCR 4925)

Any complaint regarding the district's extracurricular and cocurricular programs or activities shall be filed in accordance with BP/AR 1312.3 - Uniform Complaint Procedures.

Unless specifically authorized by law, no fee shall be charged to students for participation in extracurricular and cocurricular activities related to the educational program, including materials or equipment related to the activity.

Eligibility Requirements

Junior High social activities and eighth grade excursion day are subject to academic, effort, and citizenship requirements as specified in AR 6145.

Any decision regarding the eligibility of any child in foster care or a child of an active duty military family for extracurricular or cocurricular activities shall be made by the Superintendent or designee in accordance with California Education Codes 48850 and 49701.

Student Conduct at Extracurricular/Cocurricular Events

When attending or participating in extracurricular and/or cocurricular activities on or off campus, district students are subject to district policies and regulations relating to student conduct. Students who violate district policies and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, or denial of participation in extracurricular or cocurricular activities in accordance with Board policy and administrative regulation. When appropriate, the Superintendent or designee shall notify local law enforcement.

Supervision

Extracurricular activities shall be under the general supervision of school authorities and certificated employees whenever they are conducted by the district.

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

The Superintendent or designee shall:

1. Determine which activities and programs are affected by this policy.
2. Ensure districtwide uniformity.

Annual Policy Review

The Board shall annually review this policy and implementing regulations.

Legal Reference:

EDUCATION CODE

35145 Public meetings

35160.5 District policy rules and regulations; requirements; matters subject to regulation

35179 Interscholastic athletics; associations or consortia

35181 Students' responsibilities

48850 Participation of foster youth in extracurricular activities and interscholastic sports

48930-48938 Student organizations

49700-49704 Education of children of military families

CODE OF REGULATIONS, TITLE 5

350 Fees not permitted

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

5531 Supervision of extracurricular activities of pupils

UNITED STATES CODE, TITLE 42

2000h-2-2000h-6 Title IX, 1972 Education Act Amendments

COURT DECISIONS

Hartzell v. Connell, (1984) 35 Cal. 3d 899

Management Resources:

CALIFORNIA TASK FORCE REPORT TO THE LEGISLATURE

Compact on Educational Opportunity for Military Children: Preliminary Final Report, March 2009

WEB SITES

California Association of Directors of Activities: <http://www.cadal.org>

California Department of Education, Educational Options Office: <http://www.cde.ca.gov/ls/pf/mc>

California Department of Education, Foster Youth Services: <http://www.cde.ca.gov/ls/pf/fy/>

Policy adopted: August 17, 2010
Reviewed: May 3, 2011; June 15, 2012;
July 7, 2015; July 5, 2016; August 15, 2017
Revised: June 4, 2013; January 20, 2015
September 18, 2018

SANTEE SCHOOL DISTRICT
Santee, California

Board Policies and Bylaws F.1.2.
Prepared by Karl Christensen
November 5, 2019

First Reading: Revised Board Policy 3280,
Sale, Lease, Rental of District-Owned Real
Property

BACKGROUND:

Revised Board Policy 3280 addresses the sale, lease, and/or rental of District-owned real property, and it is consistent with the version promulgated by the California School Boards Association (CSBA).

RECOMMENDATION:

Revised Board Policy 3280, Sale, Lease, Rental of District-Owned Real Property, is presented for a First Reading. Action, if any, is at the discretion of the Board of Education.

FISCAL IMPACT:

None.

STUDENT ACHIEVEMENT IMPACT:

This is a fiscal item. All fiscal resources impact student achievement.

Motion: _____ Second: _____ Vote: _____

Agenda Item F.1.2.

SALE, LEASE, RENTAL OF DISTRICT-OWNED REAL PROPERTY

The Governing Board believes that the district should utilize its facilities and resources in the most economical and practical manner. ~~To that end, the Superintendent or designee shall periodically study the current and projected use of all district facilities in order to ensure the efficient utilization of space and for the effective delivery of instruction in order to maximize student learning.~~

~~Upon determination that district property is no longer needed or may not be needed until some future time, the Board shall offer to sell or lease district-owned real property in accordance with priorities and procedures specified in law, including, but not limited to, Education Code 17230, 17464, 17485-17500, and Government Code 54222.~~

~~When required by law, the Board shall appoint a district advisory committee prior to the sale or lease of any surplus real property to advise the Board in the development of policies and procedures governing regarding the use or disposition of schools or school building space which is not needed for school purposes. Rentals of surplus property not exceeding 30 days are exempted from this requirement. When the sale, lease, or rental of surplus property is for the purpose of teacher or other employee housing or for the offering of summer school by a private educational institution, the Board may elect not to appoint a district advisory committee. (Education Code 173887-17391)~~

~~If the local planning agency has adopted a general plan that affects or includes the area where the surplus property is located, the Board shall submit a report to the local planning agency describing the location of the surplus property and the purpose and extent of the proposed sale or lease. (Government Code 65402)~~

~~The Board shall determine whether the sale or lease of the surplus property is subject to review under the California Environmental Quality Act. (Public Resources Code 21000-21177; 14 CCR 15061-15062)~~

~~When selling or leasing district real property, the Board shall comply with the priorities and procedures specified in applicable law. (Education Code 17230, 17464, 17485-17499; Government Code 54222)~~

~~In addition, when selling real property purchased, constructed, or modernized with funds received within the past 10 years from a state school facilities funding program, the Board shall consider whether any of the proceeds from the sale will need to be returned to the State Allocation Board (SAB) pursuant to Education Code 17462.3.~~

Resolution of Intention to Sell or Lease

Before ordering the sale or lease of any real property, the Board shall adopt a resolution by a two-thirds vote of all of its members at a regularly ~~schedule~~, open meeting. The resolution shall describe the property proposed to be sold or leased in such a manner as to identify it, specify the minimum price or rent, describe the terms upon which it will be sold or leased,

and specify the commission or rate, if any, which the Board will pay to a licensed real estate broker out of the minimum price or rent. The resolution shall fix a time, not less than three weeks thereafter, for a public meeting, held at the Board's regular meeting place, at which sealed proposals to purchase or lease will be received and considered. (Education Code 17466)

The Superintendent or designee shall provide notice of the adoption of the resolution and of the time and place of the meeting that will be held to consider bids by posting copies of the resolution, signed by the Board, in three public places not less than 15 days before the date of the meeting. In addition, the notice shall be published at least once a week for three successive weeks before the meeting, in a newspaper of general circulation published in the county in which the district is located, if such a newspaper exists. (Education Code 17469)

In accordance with Education Code 17470, ~~The Superintendent or designee shall take reasonable steps to provide notification to the former owners of the property of the district's intent to sell it in accordance with Education Code 17470.~~

At the public meeting specified in the resolution of intention to sell or lease property, the Board shall open, examine, and declare all sealed bids. Before accepting any written proposal, the Board shall call for oral bids in accordance with law.

The Board may reject any and all bids, either written or oral, and withdraw the properties from sale when the Board determines that rejection is in the best public interest. If no proposals are submitted or the submitted proposals do not conform to all the terms and conditions specified in the resolution of intention to lease, the Board may lease the property in accordance with Education Code 17477. (Education Code 174726, 174737)

Of the proposals submitted by responsible bidders which conform to all terms and conditions specified in the resolution of intention to sell or lease, the Board shall finally accept the highest bid after deducting the commission, if any, to be paid to a licensed real estate broker, unless the Board accepts a higher oral bid or rejects all bids. (Education Code 17472)

The final acceptance of the bid may be made either at the same meeting specified in the resolution or at any adjourned/continued meeting held within 10 days. Upon acceptance of the bid, the Board may adopt a resolution of acceptance that directs the Board president, or any other Board member, to execute the deed or lease and to deliver the document upon performance and compliance by the successful bidder of all of the terms and conditions of the contract. (Education Code 174725-17478)

Use of Proceeds

The Superintendent or designee shall ensure that the proceeds from the sale or lease with an option to purchase of surplus district surplus property are used for one-time expenditures and not for ongoing expenditures such as salaries and general operating expenses in accordance with law. (Education Code 17462) ; ~~2 CCR 1700~~

Proceeds from a sale of surplus district property shall be used for capital outlay or maintenance costs that the Board determines will not recur within a five-year period. (Education Code 17462)

Proceeds from a lease of district property with an option to purchase may be deposited into a restricted fund for the routine repair of district facilities, as defined by the SAB, for up to a five-year period. (Education Code 17462)

If the Board and SAB determine that the district has no anticipated need for additional sites or building construction for the next 10 years and no major deferred maintenance requirements, the proceeds from the sale or lease with an option to purchase may be deposited in a special reserve fund for the future maintenance and renovation of school sites or in the district's general fund. Proceeds from the sale or lease with option to purchase of district property may also be deposited in a special reserve fund for capital outlay or maintenance costs of district property that the Board determines will not recur within a five-year period. (Education Code 17462)

Legal Reference (next page):

Legal Reference:

EDUCATION CODE

8469.5 Use of school facilities or grounds for school age child care

17219-17224 Acquisition of property not utilized as school site; nonuse payments; exemptions

17230-17234 Surplus property

17385 Conveyances to and from school districts

17387-17391 Advisory committees for use of excess school facilities

17400-17429 Leasing property

17430-17447 Leasing facilities

17453 Lease of surplus district property

17455-17484 Sale or lease of real property

17462.3 State Allocation Board program to reclaim funds

17485-17500 Surplus school playground (Naylor Act)

17515-17526 Joint occupancy

17527-17535 Joint use of district facilities

33050 Request for waiver

38130-38139 Civic Center Act

GOVERNMENT CODE

50001-50002 Definitions

54220-54232 Surplus land

54222 Offer to sell or lease property

54950-54963 Brown Act

54952 Legislative body

PUBLIC RESOURCES CODE

21000-21177 California Environmental Quality Act

CODE OF REGULATIONS, TITLE 2

1700 Definitions related to surplus property

COURT DECISIONS

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

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Closing a School Best Practices Guide

OFFICE OF PUBLIC SCHOOL CONSTRUCTION PUBLICATIONS

Unused Site Program Handbook, December 2015

WEB SITES

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

California Department of Education, School Facilities Planning Division: <http://www.cde.ca.gov/lr/fa>

Coalition for Adequate School Housing: <http://www.cashnet.org>

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

Policy adopted: May 19, 2009

Policy revised:

SANTEE SCHOOL DISTRICT
Santee, California

Board Policies and Bylaws Item F.1.3.

First Reading: Revised Board Policy
6172, Gifted and Talented Student
Program

Prepared by Dr. Stephanie Pierce
November 5, 2019

BACKGROUND:

Attached is revised Board Policy 6172, Gifted and Talented Student Program, based upon California School Board Association's (CSBA) sample Board Policies and Regulations.

RECOMMENDATIONS:

This evening administration is presenting revised Board Policy 6172, Gifted and Talented Student Program, for a first reading. Action, if any, is at the discretion of the Board.

FISCAL IMPACT:

There is no fiscal impact to the district by revising this board policy.

STUDENT ACHIEVEMENT IMPACT:

This revised board policy supports differentiated instruction to meet the needs of gifted learners.

Motion: _____ Second: _____ Vote: _____

Agenda Item F.1.3.

GIFTED AND TALENTED STUDENT PROGRAM

The Governing Board believes that all students deserve an education that challenges them to meet their fullest potential. The Board ~~district~~ shall provide gifted and talented students ~~in grades K-8~~ with opportunities for learning commensurate with their particular abilities and talents.

~~The Board shall approve a district plan for gifted and talented education (GATE) which meets criteria established by the State Board of Education for program approval.~~

The Superintendent or designee shall identify students for the district's gifted and talented education (GATE) program on the basis of demonstrated or potential intellectual development, creative ability, consistently high achievement levels, academic ability in particular subject area(s), leadership ability, and/or performing and visual arts talent.

The district's GATE program shall be designed to provide articulated learning experiences across subjects and grade levels and shall ~~be aligned with and extend the~~ meet or exceed state academic content standards and curriculum frameworks.

~~Identification of Gifted and Talented Students~~

~~Students may be identified for the GATE program on the basis of demonstrated or potential abilities in any one or more of the following categories:~~

- ~~1. Intellectual Ability: The student demonstrates extraordinary or potential for extraordinary intellectual development.~~
- ~~2. Creative Ability: The student characteristically perceives unusual relationships among aspects of the student's environment and among ideas, overcomes obstacles to thinking and doing, and/or produces unique solutions to problems.~~
- ~~3. Specific Academic Ability: The student functions at highly advanced academic levels in particular subject areas.~~
- ~~4. Leadership Ability: The student displays the characteristic behaviors necessary for extraordinary leadership.~~
- ~~5. High Achievement: The student consistently produces advanced ideas and products and/or attains exceptionally high scores on achievement tests.~~
- ~~6. Performing and Visual Arts Talent: The student originates, performs, produces, or responds at extraordinarily high levels in the arts.~~

~~Instructional Components~~

GIFTED AND TALENTED STUDENT PROGRAM (continued)

~~The district's GATE program may include special day classes, part-time groupings, and cluster groupings which shall be planned and organized as an integrated, differentiated learning experience within the regular school day. This program may be augmented or supplemented with other differentiated activities related to the core curriculum using such strategies as independent study, acceleration, postsecondary education, and enrichment.~~

~~GATE students may regularly participate, on a planned basis, in special counseling or instructional activity during or outside of the regular school day in order to benefit from additional educational opportunities not provided in the regular classroom.~~

~~In addition, the district may provide specialized services designed to assist underachieving, linguistically diverse, culturally diverse, and/or economically disadvantaged GATE students to achieve at levels commensurate with their abilities.~~

~~The district's GATE program shall include an academic component and, as appropriate, instruction in basic skills for each student.~~

Educational opportunities in the district's GATE program may include:

1. Special day classes which are designed to meet specific academic needs of gifted and talented students and are appropriately differentiated from other classes in the same subjects at the school
2. Part time groupings, in which students attend classes or seminars that are organized to provide advanced or enriched subject matter for a part of the school day
3. Cluster groupings, in which students are grouped within a regular classroom setting and receive appropriately differentiated activities from the regular classroom teacher
4. Independent study supervised by a certificated district employee and offered through special tutors or mentors or through enrollment in correspondence courses pursuant to Education Code 51740 and 5 CCR 1633
5. Acceleration, in which students are placed in grade levels or classes more advanced than those of their chronological age group and are provided special counseling and/or instruction outside the regular classroom in order to facilitate their advanced work
6. Opportunities to attend classes conducted by a college or community college
7. Advanced Placement classes, International Baccalaureate program, or honors classes
8. Supplemental educational activities which augment students' regular educational programs in their regular classrooms and may include the use of advanced materials

~~and/or provide special opportunities from persons other than the regular classroom teacher~~

BP 6172(c)

GIFTED AND TALENTED STUDENT PROGRAM (continued)

~~In addition, the district's program shall support the social and emotional development of GATE students in order to increase responsibility, self-awareness, and social awareness and adjustment~~
promote student engagement in school.

Staff development shall be provided as needed to support teachers ~~of GATE students~~ in understanding the unique learning styles and abilities of these gifted and talented students and in developing appropriate instructional strategies.

~~Advisory Committee~~

~~As appropriate, the Superintendent or designee shall appoint an advisory committee to support the needs of the GATE program and to assist in program planning, implementation, and evaluation. The committee shall include the district's program coordinator, may involve certificated staff, students, and parents/guardians, and community members in the planning, implementation, and evaluation of the GATE students program.~~

The Superintendent or designee shall regularly report to the Board regarding the progress of students enrolled in the district's GATE program. Reports may include, but are not limited to, student achievement test results, school attendance, and feedback from program staff and participants.

Legal Reference: (see next page)

GIFTED AND TALENTED STUDENT PROGRAM (continued)

Legal Reference:

EDUCATION CODE

~~37223 Weekend classes for mentally gifted minors~~

~~41500-41573 Categorical education block grants~~

~~48800-48802 Enrollment of gifted students in community college~~

~~51740 Instruction by correspondence~~

~~51745-51749.3 Independent study programs~~

~~52060-52077 Local control and accountability plan~~

~~52200-52212 Gifted and talented education program~~

~~52800-52887 School-Based Program Coordination~~

~~64000 Categorical programs included in consolidated application~~

~~64001 Single plan for student achievement, consolidated application programs~~

~~76000-76002 Enrollment in community college~~

CODE OF REGULATIONS, TITLE 5

~~1633 Instruction by correspondence~~

~~3820-3870 Gifted and talented education program~~

Management Resources:

CALIFORNIA ASSOCIATION FOR THE GIFTED PUBLICATIONS

~~GATE Standards Workbook: A Guide to Design, Improve and Assess Gifted Programs, 2005~~

~~Meeting the Standards: A Guide to Developing Services for Gifted Students, 2002~~

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

~~Gifted and Talented Education Program Resource Guide, rev. 2005~~

~~Recommended Standards for Programs for Gifted and Talented Students, rev. 2005~~

WEB SITES

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

~~California Association for the Gifted: <http://www.cagifted.org>~~

~~California Department of Education, Gifted and Talented Education: <http://www.ede.ca.gov/sp/gt>~~

~~Council for Exceptional Children, The Association for the Gifted (CEC-TAG): <http://www.cectag.org>~~

~~National Association for Gifted Children: <http://www.nagc.org>~~

Board Policies and Bylaws Item F.1.4.
Prepared by Tim Larson
November 5, 2019

First Reading: Revised Board Policy 1312.3
Uniform Complaint Procedures

BACKGROUND:

This revision is brought forward to bring BP 1312.3 in line with the recommended language from CSBA. Our current policy does not have recently enacted legal references. It also contains redundant or unnecessary language specific to current law. The suggested language change aligns our policy with current regulations.

RECOMMENDATION:

Revised Board Policy 1312.3 Uniform Complaint Procedures is presented for a first reading. Any action is at the discretion of the board.

FISCAL IMPACT:

This is a policy item. There is no fiscal impact.

STUDENT ACHIEVEMENT IMPACT:

Effective governance has a positive impact on student achievement.

Motion: _____ Second: _____ Vote: _____

Agenda Item F.1.4.

UNIFORM COMPLAINT PROCEDURES

The Governing Board recognizes that the district is primarily responsible for complying with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints, which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

Complaints Subject to the UCP

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging district violation of applicable state or federal law or regulations governing *any program subject to the UCP which is offered by the district, including* Adult Education Programs, After School Education and Safety Programs, agricultural vocational education, American Indian education centers and early childhood education program assessments, bilingual education, peer assistance and review programs for teachers, Compensatory Education, Migrant Education, Tobacco Use Prevention Education, Career Technical and Technical Education and Training Programs, Child Care and Development Programs, Child Nutrition Programs, Special Education Programs, Consolidated Categorical Aid Programs, Economic Impact Aid, English learner programs, federal education programs in Title I-VII, migrant education, school safety plans, special education programs, State Preschool Programs, and any other district implemented program which is listed in career technical education; American Indian education centers and early childhood education program assessments; bilingual education; California Peer Assistance and Review programs for teachers; state career technical and technical education, career technical, and technical training programs; federal career technical education; child care and development programs; child nutrition programs; compensatory education; consolidated categorical aid programs; Economic Impact Aid; the federal Every Student Succeeds Act; migrant education; Regional Occupational Centers and Programs; school safety plans; special education programs; California State Preschool Programs; Tobacco-Use Prevention Education programs; and any other district-implemented state categorical program that is not funded through the local control funding formula pursuant to Education Code 64000(a)
2. Any complaint alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any student, employee, or other person participating by a student, employee, or other person participating in a district program or activity, alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) in district programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or

UNIFORM COMPLAINT PROCEDURES

- any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)
3. Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student (Education Code 222)
 4. Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)
 5. Any complaint alleging district noncompliance with ~~legal requirements related to the implementation of the local control and accountability plan~~ applicable requirements of Education Code 52060-52077 related to the implementation of the local control and accountability plan, including the development of a local control funding formula budget overview for parents/guardians (Education Code 52075)
 6. Any complaint alleging noncompliance with requirements related to the development of a school plan for student achievement or the establishment of a school site council, as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64000-64001, 65000-65001)
 7. Any complaint, by or on behalf of any student who is a foster youth, as defined in Education Code 51225.2, alleging district noncompliance with any legal requirement applicable to the student regarding placement decisions, the responsibilities of the district's educational liaison to the student, the award of credit for coursework satisfactorily completed in another school or district, school transfer, or the grant of an exemption from Board-imposed graduation requirements (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)
 8. Any complaint, by or on behalf of a homeless student as defined in 42 USC 11434a, ~~alleging district noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in another school or district or the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1, 51225.2)~~ a former juvenile court school student, a child of a military family as defined in Education Code 49701, a migrant child as defined in Education Code 54441, or a newly arrived immigrant student who is participating in a newcomer program as defined in Education Code 51225.2, alleging district noncompliance with requirements for the award of credit for coursework satisfactorily completed in another school, district, or country (Education Code 51225.2)

UNIFORM COMPLAINT PROCEDURES

9. Any complaint alleging district noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code 51228.3)
10. Any complaint alleging district noncompliance with the physical education instructional minutes requirement for students in elementary school (Education Code 51210, 51223)
11. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
12. Any other complaint as specified in a district policy

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process to reach a resolution to the complaint that is acceptable to all parties. ADR such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep confidential the identity of the complainant and/or the subject of the complaint if he/she is different from the complainant, as long as the integrity of the complaint process is maintained.

When an allegation that is not subject to the UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and related requirements related to UCP, including the steps and timelines specified in this policy and the accompanying administrative regulation.

The Superintendent or designee shall maintain records of all UCP complaints and subsequent related actions ~~and the including steps taken during the investigations of those complaints in accordance with applicable law and district policy.~~ and all information required for compliance with 5 CCR 4631 and 4633.

UNIFORM COMPLAINT PROCEDURES

Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, ~~the County~~ Protective Services Division, and the appropriate law enforcement agency.
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.
3. Any complaint alleging fraud shall be referred to the Legal, Audits and Compliance Branch of the California Department of Education.

Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing.

~~In addition, the district's Williams Uniform Complaint Procedures, AR 1312.4, shall be used to investigate and resolve any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments. (Education Code 35186)~~

Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, teacher vacancies and misassignments, or health and safety violations in any license-exempt California State Preschool Program shall be investigated and resolved in accordance with the procedures in AR 1312.4 - Williams Uniform Complaint Procedures. (Education Code 8235.5, 35186)

(Legal References follow on the next page)

UNIFORM COMPLAINT PROCEDURES

Legal Reference:

EDUCATION CODE

200-262.4	Prohibition of discrimination
222	Reasonable accommodations; lactating students
8200-8498	Child care and development programs
8500-8538	Adult basic education
18100-18203	School libraries
32289	School safety plan, uniform complaint procedure
33380-33384	California Indian Education Centers
35186	Williams uniform complaint procedure
44500-44508	California Peer Assistance and Review Program for Teachers
<u>46015</u>	<u>Parental leave for students</u>
48853-48853.5	Foster youth
48985	Notices in language other than English
49010-49013	Student Fees
49060-49079	Student records
<u>49069.5</u>	<u>Records of foster youth</u>
49069.5	Rights of parents
49490-49590	Child nutrition programs
49701	Interstate Compact on Educational Opportunity for Military Children
51210	Courses of study grades 1-6
51223	Physical education, elementary schools
51225.1-51225.2	Foster youth and homeless children; course credits; graduation requirements
51226-51226.1	Career technical education
51228.1-51228.3	Course periods without educational content
52060-52077	Local control and accountability plan, especially:
52075	Complaint for lack of compliance with local control and accountability plan requirements
52160-52178	Bilingual education programs
52300-52490	Career-technical education
52500-52616.24	Adult schools
54000-54029	Economic Impact Aid
54400-54425	Compensatory education programs
54440-54445	Migrant education
54460-54529	Compensatory education programs
56000-56867	Special education programs
59000-59300	Special schools and centers
64000-64001	Consolidated application process

GOVERNMENT CODE

11135	Nondiscrimination in programs or activities funded by state
12900-12996	Fair Employment and Housing Act

HEALTH AND SAFETY CODE

1596.792 California Child Day Care Act; general provisions and definitions

1596.7925 California Child Day Care Act; health and safety regulations

104420	Tobacco-Use Prevention Education
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PENAL CODE

422.55	Hate crime; definition
422.6	Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 2

11023	Harassment and discrimination prevention and correction
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CODE OF REGULATIONS, TITLE 5

3080	Application of section
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UNIFORM COMPLAINT PROCEDURES

4600-4670 Uniform complaint procedures

4600-4687 *Uniform complaint procedures*

4900-4965 *Nondiscrimination in elementary and secondary education programs*

UNITED STATES CODE, TITLE 20

1221 *Application of laws*

1232g *Family Educational Rights and Privacy Act*

1681-1688 *Title IX of the Education Amendments of 1972*

6301-6577 *Title I basic programs*

6801-7014 *Title III language instruction for limited English proficient and immigrant students*

7101-7184 *Safe and Drug-Free Schools and Communities Act*

~~7201-7283g *Title V promoting informed parental choice and innovative programs*~~

~~7301-7372 *Title V rural and low-income school programs*~~

~~12101-12213 *Title II equal opportunity for individuals with disabilities*~~

UNITED STATES CODE, TITLE 29

794 *Section 504 of Rehabilitation Act of 1973*

UNITED STATES CODE, TITLE 42

2000d-2000e-17 *Title VI and Title VII Civil Rights Act of 1964, as amended*

2000h-2-2000h-6 *Title IX of the Civil Rights Act of 1964*

6101-6107 *Age Discrimination Act of 1975*

12101-12213 *Title II equal opportunity for individuals with disabilities*

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 *Nondiscrimination on basis of disability; complaints*

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 *Family Educational Rights and Privacy Act*

100.3 *Prohibition of discrimination on basis of race, color or national origin*

104.7 *Designation of responsible employee for Section 504*

106.8 *Designation of responsible employee for Title IX*

106.9 *Notification of nondiscrimination on basis of sex*

110.25 *Notification of nondiscrimination on the basis of age*

Management Resources:U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

~~*Dear Colleague Letter: Title IX Coordinators, April 2015*~~

~~*Dear Colleague Letter: Bullying of Students with Disabilities, August 2013*~~

~~*Dear Colleague Letter, September 22, 2017*~~

~~*Dear Colleague Letter: Title IX Coordinators, April 2015*~~

~~*Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014*~~

~~*Dear Colleague Letter: Harassment and Bullying, October 2010*~~

~~*Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001*~~

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

~~*Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, 2002*~~

WEB SITES

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

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

Family Policy Compliance Office: <http://familypolicy.ed.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/ocr>

U.S. Department of Justice: <http://www.justice.gov>

Policy adopted: February 17, 2009
Revised: 3/19/13, 6/17/14; 10/4/16; 12/6/16;
5/15/18; 11/5/19

SANTEE SCHOOL DISTRICT
Santee, California

Item G. EMPLOYEE ASSOCIATION COMMUNICATION

Item H. BOARD COMMUNICATION AND ORGANIZATIONAL BUSINESS

Item I. CLOSED SESSION

Citizens wishing to address the Board about a Closed Session item are requested to submit a Request to Speak card in advance. The Board invites citizens at this time to address the Board about any of the items listed under Closed Session

The Board will go into Closed Session to discuss:

1. **Conference with Legal Counsel – Existing Litigation** (Gov't. Code § 54956.9)
Case #:

2. **Conference with Labor Negotiator** (Gov't. Code § 54957.6)
Purpose: *Negotiations*
Agency Negotiators: *Tim Larson, Assistant Superintendent*
Employee Organizations: *Santee Teachers Association (STA); and*
Classified School Employees Association
(CSEA)

3. **Public Employee Performance Evaluation** (Gov't. Code § 54957)
Superintendent

Item J. RECONVENE TO PUBLIC SESSION

Item K. ADJOURNMENT

Agenda Items G, H, I, J, and K.