



Santee School District

SCHOOLS:

Cajon Park
Carlton Hills
Carlton Oaks
Chet F. Harritt
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 A G E N D A February 2, 2010

District Mission

Santee School District, supported by an involved community, an outstanding staff, and a shared vision, assures a quality education that supports students in achieving academic excellence and in developing life skills needed for success in a diverse and changing society.

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BOARD OF EDUCATION · Dan Bartholomew, Dustin Burns, Allen Carlisle, Dianne El-Hajj, Barbara Ryan
DISTRICT SUPERINTENDENT · Patrick Shaw, Ed.D.

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

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	Superintendent	
1.1.	<u>Approval of Minutes</u> It is recommended that the Board of Education approve meeting minutes with any necessary modifications.	17
	Business Services	
2.1.	<u>Approval/Ratification of Travel Requests</u> It is recommended that the Board of Education ratify the authorization granted to personnel requesting out-of-district travel as listed in the item.	22
2.2.	<u>Approval/Ratification of Revolving Cash Report</u> It is recommended that the Board of Education approve/ratify revolving cash checks as listed in the item.	25
2.3.	<u>Acceptance of Donations</u> It is recommended that the Board of Education accept donations as listed.	27
	Educational Services	
3.1.	<u>Approval to Submit Sprint Character Education Grant Application</u> It is recommended that the Board of Education approve the submittal of the Sprint Character Education Grant application.	28
	Human Resources	
4.1.	<u>Personnel, Regular</u> It is recommended that the Board of Education approve the listed personnel appointments, change of status, leave requests, resignations and dismissals.	35

F. DISCUSSION AND/OR ACTION ITEMS

Members of the audience wishing to address the Board about any of the following items should submit a request to speak card in advance.

Capital Improvements/Modernization

- 1.1. Chet F. Harritt Ball Field Relocatable Electrical Feeds** 39
It is recommended that the Board of Education approve/ratify change orders for Chet F. Harritt Ball Field construction for \$32,891.96 to convert underground electrical feeds to overhead for the relocatable classrooms.
- 1.2. Pepper Drive School On-Site Resident** 40
It is recommended that the Board of Education approve moving the On-Site Resident from the old Santee School site to Pepper Drive School and contracting to provide all necessary services and work.

Educational Services

- 2.1. Reading Committee Update** 43
It is recommended that the Board of Education approve the continued development of literacy plan initiatives on school campuses and professional development associated with these initiatives.
- 2.2. Approval to Expand YALE Preschool** 44
It is recommended that the Board of Education approve the expansion of YALE Preschool to a year-round program and a second Santee School District location.

G. BOARD POLICIES AND BYLAWS

- 1.1. Second Reading Revised BP 6171 Title I Programs** 51
It is recommended that the Board of Education approve the revisions to Board Policy 6171, Title I Programs.

H. BOARD COMMUNICATION AND ORGANIZATIONAL BUSINESS 62

I. CLOSED SESSION 63

- 1. Public Employee Discipline/Dismissal/Release (Govt. Code § 54957)**
- 2. Conference with Labor Negotiator (Govt. Code § 54956.8)**
Purpose: Negotiations
Agency Negotiator: Minnie Malin, Assistant Superintendent, Human Resources
Employee Organizations: Santee Teachers Association
Classified School Employees Association
- 3. Conference with Legal Counsel**
a) Liability Claims (Gov't Code §54956.95)
Claimant: Borrego Solar
Claim Against: Santee School District
b) Existing Litigation
(Subdivision (a) of Gov't Code §54956.9)
Case # 37-2009-00083936-CU-CO-CTL

Members present:

Burns
 Ryan
 Carlisle
 Bartholomew
 El-Hajj

OPENING PROCEDURES ITEM A.

1. Call to Order and Welcome – 7:00 p.m.

2. District Mission

Santee School District, supported by an involved community, an outstanding staff, and a shared vision, assures a quality education that supports students in achieving academic excellence and in developing life skills needed for success in a diverse and changing society.

3. Pledge of Allegiance

4. Approval of Agenda for the February 2, 2010 regular meeting

Agenda Item A.

Reports and Presentations Item B.1. Superintendent's Report
Prepared by Dr. Patrick Shaw
February 2, 2010

The following items are presented for Board information:

- 1.1. Developer Fees Collection Report
- 1.2. Enrollment Report
- 1.3. Claims Against the District
- 1.4. Schedule of Upcoming Events

Agenda Item B.

DEVELOPER FEES COLLECTION REPORT
2009-10
CUMULATIVE THROUGH JANUARY 22, 2010

Residential Rate: \$3.35 per square foot over 500 - effective 4/21/09
Commercial Rate: \$.29 per square foot - effective 6/16/08
Self Storage Rate: \$.16 per square foot - effective 6/16/08

COM	RES	ADDRESS	DATE OF COLLECT.	SQUARE FEET	AMOUNT	SCHOOL OF ATTENDANCE
X		9735 HALBERNS BLVD. (CARLTON HILLS EVANGELICAL LUTHERAN CHURCH)	07/20/09	192	\$0.00	
X		1840 JOE CROSSIN DRIVE	07/24/09	2,938	\$852.02	PD
X		8871 FANITA DRIVE (DEMO'D 1800 SQ. FEET)	08/10/09	1,276	\$0.00	
	X	9564 ABBEYFIELD ROAD	08/31/09	769	\$2,576.15	RS
	X	31 SANTEE, L.P. (MISSION VIEW ESTATES)	09/10/09	17,823	\$59,707.05	CFH
	X	31 SANTEE, L.P. (MISSION VIEW ESTATES)	09/23/09	14,931	\$50,018.85	CFH
	X	31 SANTEE, L.P. (MISSION VIEW ESTATES)	09/23/09	471	\$1,577.85	CFH
	X	STANDARD PACIFIC (RIVERWALK)	10/01/09	99,989	\$262,971.07	RS
X		1518 MAGNOLIA AVE. (ARCO AM/PM-CARWASH)	10/08/09	1,010	\$0.00	PD
	X	10456 2ND STREET	10/20/09	948	\$3,175.80	HC
	X	9215 HOLMBY	10/22/09	1,052	\$3,524.20	SC
	X	1320 WENATCHEE AVE.	11/30/09	1,110	\$3,718.50	PD
	X	9300 NORTHRIDGE PL.	11/30/09	1,222	\$4,093.70	PA
	X	31 SANTEE, L.P. (MISSION VIEW ESTATES)	12/17/09	18,084	\$60,581.40	CFH
TOTAL PAGE 1					\$452,796.59	
TOTAL COLLECTED AS OF JANUARY 8, 2009					\$209,943.96	

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

**Santee School District
ENROLLMENT REPORT
1/29/2010
Month 5 Week 4**

SCHOOL	K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	01/29/10 Total Reg	01/30/09 Total Reg	# Diff	% Diff	01/29/10 SDC	01/30/09 SDC	# Diff SDC	% Diff SDC	Prior Week		
																		1/29/10 Total All	1/22/10 Total All	Total Diff
Cajon Park	103	106	105	106	108	105	100	129	103	965	945	20	2.1%	37	30	7	23.3%	1002	1002	0
Carlton Hills	41	35	43	46	35	52	53	88	104	497	520	-23	-4.4%	41	36	5	13.9%	538	539	-1
Carlton Oaks	74	76	68	76	95	96	104	101	119	809	809	0	0.0%	46	39	7	17.9%	855	857	-2
Chet F. Harritt	61	87	63	64	64	61	68	65	56	589	647	-58	-9.0%	10	25	-15	-60.0%	599	599	0
Hill Creek	90	86	84	84	80	87	84	62	92	749	805	-56	-7.0%	24	24	0	0.0%	773	773	0
Pepper Drive	82	72	79	74	76	82	85	80	81	711	714	-3	-0.4%	11	13	-2	-15.4%	722	722	0
Prospect	59	53	53	52	52	60	66	45	47	487	471	16	3.4%	14	17	-3	-17.6%	501	509	-8
Rio Seco	106	106	93	93	92	107	92	85	102	876	813	63	7.7%	23	25	-2	-8.0%	899	903	-4
Sycamore Canyon	51	50	52	36	48	47	45	0	0	329	304	25	8.2%	28	24	4	16.7%	357	350	7
SUBTOTAL	667	671	640	631	650	697	697	655	704	6012	6028	-16	-0.3%	234	233	1	0.4%	6246	6,254	-8
Alternative School	2	4	4	3	4	9	6	3	2	37	46	-9	-19.6%					37	35	2
Success Academy								0	4	4	6	-2	-33.3%					4	3	1
NPS										0	0			5		5		5	5	0
EAK**	102									102	118		0.0%					102	95	7
SUBTOTAL	104	4	4	3	4	9	6	3	6	143	170	-27	-15.9%					148	138	10
TOTAL	771	675	644	634	654	706	703	658	710	6155	6,198	-43	-0.7%					6394	6,392	2

**4 year olds were included in last year's counts

Please note: Special Ed. PK listed below are not reflected in the total count above because they do not receive ADA until they reach 5 years of age.

	PK	
Cajon Park	3	1005
Chet F Harritt	1	600
Hill Creek	12	785
Prospect	19	520
Sycamore Canyon	13	370
Total PK	48	

Total Enrollment Including PK & EAK
6475

EAK 4YO 33

CLAIMS AGAINST THE DISTRICT

The following claims were received by Business Services and referred to the District's insurance carrier by the Assistant Superintendent acting as the authorized agent of the Board of Education as reaffirmed by resolution at its April 21, 1992, meeting.

<u>SITE OF OCCURRENCE</u>	<u>DATE OF OCCURRENCE</u>	<u>DESCRIPTION/ACTION</u>
Sycamore Canyon School	12/7/2009	Property Damage

Schedule of Events

<i>Date</i>	<i>Event</i>
February 8	Lincoln's Birthday Schools and District Offices Closed
February 15	President's Day Schools and District Offices Closed
February 16	Board Meeting 7:00 p.m.
March 2	Board Meeting 7:00 p.m.
March 16	Student Forum 6:00 p.m. Board Meeting 7:00 p.m.
March 24	Business Appreciation Breakfast 7:45 a.m.
March 29 - April 9	Spring Break Schools Closed
<i>April 6</i>	<i>No Board Meeting-Spring Break</i>
April 12	School Resumes from Spring Break
April 20	Principals' Meeting 6:00 p.m. Board Meeting 7:00 p.m.
May 4	Board Meeting 7:00 p.m.
May 18	Board Meeting 7:00 p.m.
June 1	Board Meeting 7:00 p.m.
June 15	Board Meeting 7:00 p.m.

Reports and Presentations Item B.2. Principal Presentation on Instructional Leadership: Pepper Drive School

Prepared by Dr. Patrick Shaw
February 2, 2010

BACKGROUND:

The Principals are responsible for instructional leadership in support of student achievement goals targeted by the Superintendent and School Board. Over the next few months, each Principal, together with their Vice Principal, will share with the Board recent school achievements, goals for the 2009-10 school year, and programs and instructional approaches to achieve the identified goals.

Tonight, Debbie Brenner, principal of Pepper Drive School, will share with the Board recent school successes, the school's goals for the 2009-10 school year, and programs and practices that are currently in place to achieve the goals.

Agenda Item B.2.

PUBLIC COMMUNICATION Item C

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 tape recorded.

Agenda Item C.

PUBLIC HEARINGS Item D

Public Hearings Item D.1. Santee School District Board of Education's Initial Proposal to Modify Articles of the Current Collective Bargaining Agreement Between Santee Teachers Association's (STA)

Prepared by Minnie Malin
February 2, 2010

Copies of the Santee School District Board of Education Initial proposal have been posted for the public to read at the Santee Public Library, Santee Chamber of Commerce, Santee City Hall, District Education Center and all school site offices.

Section 3547 of the Government Code requires that the District hold a public hearing in matters of employee organization negotiation proposals. The public hearing on the Santee School District Board of Education proposal has been scheduled for tonight.

Agenda Item D.1.

Public Hearings Item D.2. Santee School District Board of Education's Initial Proposal to Modify Articles of the Current Collective Bargaining Agreement Between Santee School District and California School Employees Association (CSEA), Chapter 557

Prepared by Minnie Malin
February 2, 2010

Copies of the Santee School District Board of Education's proposal have been posted for the public to read at the Santee Public Library, Santee Chamber of Commerce, Santee City Hall, District Education Center and all school site offices.

Section 3547 of the Government Code requires that the District hold a public hearing in matters of employee organization negotiation proposals. The public hearing on the Santee School District Board of Education proposal has been scheduled for tonight.

Agenda Item D.2.

CONSENT ITEMS Item E.

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.

Consent Item E.1.1. Approval of Minutes
Prepared by Dr. Patrick Shaw
February 2, 2010

BACKGROUND:

Presented for Board approval –

- January 19, 2010, regular meeting minutes

RECOMMENDATION:

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

Motion:		Second:		Vote:		Item E.1.1.
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**SANTEE SCHOOL DISTRICT
REGULAR MEETING
OF THE BOARD OF EDUCATION**

January 19, 2010
MINUTES

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

A. OPENING PROCEDURES

1. Call to Order and Welcome
President Burns called the meeting to order at 7:00 p.m. and read the District Mission Statement.
Members present:
Dustin Burns, President
Barbara Ryan, Vice President
Allen Carlisle, Clerk
Dan Bartholomew, Member
Dianne ElHajj, Member
Administration present:
Dr. Patrick Shaw, Superintendent and Secretary to the Board
Karl Christensen, Assistant Superintendent, Business Services
Minnie Malin, Assistant Superintendent, Human Resources
Kristin Baranski, Director, Educational Services
Linda Vail, Executive Assistant and Recording Secretary
2. President Burns invited Trevor Margers, a first grade student at Hill Creek School, to lead the members, staff and audience in the Pledge of Allegiance.
3. Approval of Agenda
It was moved and seconded to approve the agenda.

Motion: El-Hajj Second: Carlisle Vote: 5-0

President Burns announced that with heavy heart the Board would adjourn this meeting in memory of Frankie McCullough, an 8th grade student at PRIDE Academy at Prospect Avenue, who recently lost his life in an accident. He expressed heartfelt sympathy to the family from the Board members and said Frankie will be greatly missed by both students and staff at PRIDE Academy. A certificate will be mailed to the family.

B. REPORTS AND PRESENTATIONS

1. Superintendent's Report
 - 1.1. Developer Fees Collection Report
 - 1.2. Use of Facilities Report
 - 1.3. Enrollment Report
 - 1.4. Claims Against the District
 - 1.5. Schedule of Upcoming Events
2. Presentation of the Board's Initial Proposal to Modify Articles of the Current Collective Bargaining Agreement Between Santee School District and Santee Teachers Association (STA)
3. Presentation of the Board's Initial Proposal to Modify Articles of the Current Collective Bargaining Agreement Between Santee School District and California School Employees Association (CSEA)
4. Spotlight: Trevor Keller Margers-Service Learning
Dr. Shaw introduced Trevor Margers, a first grade student at Hill Creek School, who used his entire \$235 savings account to purchase 30 bags of food for Santee Santas. Trevor wanted to help families in his community and said this act of service "made his heart feel good." President Burns presented Trevor with a certificate recognizing his exceptional service to the community.

5. **Principal Presentations on Instructional Leadership: Hill Creek and Sycamore Canyon Schools**
Dr. Shaw introduced Jerelyn Lindsay, principal at Hill Creek School, who presented Hill Creek's plan to "connect the pieces" (relationships, skills for the future, and skills to learning) to increase student achievement.
Dr. Shaw introduced Debra Simpson, principal at Sycamore Canyon School, who presented how the staff instills student Cougar Pride through community, citizenship, compassion, and taking risks. To enhance learning and improve student achievement, teachers analyze student work, provide project based activities, and have expectations that match student developmental levels.

D. PUBLIC COMMUNICATION

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

E. PUBLIC HEARINGS

1. Santee Teachers Association's (STA) Initial Proposal to Modify Articles of the Current Collective Bargaining Agreement Between Santee School District and STA.

President Burns opened the public hearing for the Santee Teachers Association's initial proposal to modify articles of the current collective bargaining agreement between Santee School District and STA. There were no public comments. President Burns closed the public hearing.

2. Santee School District Board of Education's Initial Proposal to Modify Articles of the Current Collective Bargaining Agreement Between Santee School District and California School Employees Association (CSEA).

President Burns opened the public hearing for Santee School District's initial proposal to modify articles of the current collective bargaining agreement between Santee School District and the California School Employees Association (CSEA). There were no public comments. President Burns closed the public hearing.

F. CONSENT ITEMS

Items listed under Consent are considered to be routine and are all acted on by the Board with one single motion. President El-Hajj invited comments from the public on any item listed under Consent.

- 1.1. **Approval of Minutes**
- 1.2. **Approval of Appointment of Members to Board Committees**
- 2.1. **Approval/Ratification of Travel Requests**
- 2.2. **Approval/Ratification of Expenditure Warrants**
- 2.3. **Approval/Ratification of Purchase Orders**
- 2.4. **Approval/Ratification of Revolving Cash Report**
- 2.5. **Acceptance of Donations**
- 2.6. **Approval of Uniform Complaint Quarterly Report Required by the Williams Settlement**
- 2.7. **Santee Farmers' Market Contract Extension**
- 3.1. **Approval of 2009-10 Consolidated Application, Part II**
- 3.2. **Approval of School Accountability Report Cards for the 2008-09 School Year**
- 3.3. **Approval of Progressus Therapy, Inc. Agreement for Occupational Therapy (OT) Services**
- 3.4. **Approval of Student Teaching Agreement for the Cal State Teach Program with California State University, Fullerton**
- 4.1. **Personnel, Regular**
- 4.2. **Approval of Revised Job Description for Early Childhood Assistant II**
- 4.3. **Approval of Revisions to the Certificated Non-Management Evaluation Procedures for School Psychologists**

It was moved and seconded to approve Consent Items.

Motion: Ryan

Second: El-Hajj

Vote: 5-0

G. DISCUSSION AND/OR ACTION ITEMS

1.2. Annual Business Appreciation Breakfast

Dr. Shaw presented recommendations for the annual Business Breakfast to be held on March 24, 2010 with a theme of "Preparing Students for Their Future."

Dr. Shaw said presentations could include project-based learning using technology and learning beyond the classroom demonstrating *Moodle* or other projects. Dr. Shaw would like the community to see student interaction and engagement in learning. President Burns said there is a small window of time and the attendees want to introduce themselves. He suggested having hands-on activities when the guests arrive and a short presentation. Member El-Hajj expressed concern about lengthy presentations and Board members discussed that the agenda must move quickly and some attendees begin to leave midway through the program. Member Bartholomew asked what kind of technology would be demonstrated. Dr. Shaw said he could display projects and the technology that was used in those projects. He will plan a short presentation that provides both interactive projects and project based learning that will be informative and interesting to the audience of business representatives

The Breakfast will be held on March 24, 2010 from 7:30 to 9:00 a.m. at the ERC. President Burns said numbers may be down a bit due to the economy but it is a great opportunity to thank the business community that strongly supports the District. Member Bartholomew said Larry Barbary's presentation to the Board was interesting and speaks to that audience. It was also suggested that the audience would enjoy seeing Promethean Boards in action and use of the active responders.

2.1 Approval of Monthly Financial Report

Karl Christensen presented the monthly financial report for December 2009. The report showed a cash balance of \$5.6 M, including the required 3% reserve. Member Ryan moved to approve the Monthly Financial Report.

Motion: Ryan **Second:** Bartholomew **Vote:** 5-0

2.2 Summary and Acceptance of the 2008-09 Audit Report by Vavrinek, Trine, Day & Co., LLP

Karl Christensen reported on the annual audit. He explained that there is a change because the State had not appropriated funds that were anticipated and they had to be shifted to 09-10. He pointed out the audit found an upward adjustment for Child Nutrition Services in accounts receiving and an internal control issue related to the declining cards. Both of these issues have been addressed. Member Carlisle moved to accept the audit report as submitted.

Motion: Carlisle **Second:** Bartholomew **Vote:** 5-0

2.3. Update on Governor's Budget Proposal

Karl Christensen reported on the Governor's budget proposal. He was glad to report that the Governor said there would be no mid-year cuts in education. Prop 98 will be fully funded but although funded, it is flat. The word is that education was protected but there are additional cuts to be realized, including a negative 0.38% COLA. It is anticipated that ongoing reductions will occur because there is not enough State revenue to reduce the deficit factor. Decreased ADA funding for 2010-11 will create an additional ongoing \$1M funding deficit. He shared changes that will be shown between the first interim and the second interim. The second interim will come to the Board the first meeting in March. No action was taken.

3.1. BAN and CREBs Update

Karl Christensen presented an update on the status of the Bond Anticipation Notes and CREBs. Both of these items will be coming to the Board in the next few months. The District will not receive State funding or be able to issue our bonds before the BAN is due so it will need to be reissued by June 15. The process must be timed correctly because if the CREBs were issued first, it may jeopardize the BAN or greatly increase the interest rates. Administration will plan to re-issue the BAN in early March and then move forward with the CREBs, if it is feasible, to reduce the overlapping interest.

Mr. Christensen shared an analysis between a 1 year and a 2 year BAN. Issuing the 2 year BAN would mitigate the risk of interest increasing over the next year. He said it is imperative as we approach the second interim report that we certify positive in order to get a reasonable interest rate on the BAN.

Member Carlisle asked if there would be discussion regarding the impact of debt service in context of the overall budget situation at the budget workshop on January 26th. He is nervous about debt as we go into the budget decisions and would like to know how administration feels about moving forward with the CREBs. Mr. Christensen said District debt will be presented at the budget workshop and in March administration will know if it is feasible to move forward with the CREBs. It is also a consideration in the decision on solar, that there are shade structures that need to be replaced that would be a great cost to the District. The CREBS will produce a positive cash flow for 5 years while receiving performance based incentives. It is the later years that are of concern.

H. BOARD POLICIES AND BYLAWS

1.1. First Reading Revised BP 6171 Title I Programs

Revised Board Policy 6171, Title I Programs, was presented to the Board for a first reading. No action was requested and the BP will return for a second reading and approval.

I. BOARD COMMUNICATION AND ORGANIZATIONAL BUSINESS

Member El-Hajj said she attended the calendar meeting. There are several proposals and they have been waiting on Grossmont to adopt their calendar. Grossmont did not have a two week spring break this year.

Member Bartholomew shared his old commanding office in the Navy asked him to speak to the Kiwanis club. He will work with Dr. Shaw to arrange.

Dr. Shaw shared a letter that Joel Anderson sent to the CDE on behalf of the District regarding instructional materials funding flexibility and greater clarification.

Dr. Shaw shared a letter received from the Fair Political Practices Board addressing the close of an investigation of Prop X funding.

Board members would like to have quarterly meetings scheduled with the City joint committee.

J. CLOSED SESSION

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

- 1. Public Employee Discipline/Dismissal/Release** (Govt. Code § 54957)
- 2. Conference with Labor Negotiator** (Govt. Code § 54956.8)

Purpose: Negotiations

Agency Negotiator: Minnie Malin, Assistant Superintendent

Employee Organizations: Santee Teachers Association

Classified School Employees Association

The Board entered closed session at 8:50 p.m.

J. RECONVENE TO PUBLIC SESSION

The Board reconvened to public session at 9:28 p.m. No action was reported.

K. ADJOURNMENT

The January 19, 2010 regular meeting adjourned at 9:29 p.m.

Consent Item E.2.1. Approval/Ratification of Travel Requests
Prepared by Karl Christensen
February 2, 2010

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.

In accordance with Sections 35044, 35172, and 35173 of the Education Code, the Board of Education shall provide for payment of travel expenses for any representative of the Board when performing services on behalf of the District. In the summer of 2008, following implementation of the Formatta Software, a network-based paperless forms travel processing solution was introduced District-wide in accordance with BP 3350 and AR 3350.

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.

A list of requests for travel which require air travel, and/or an overnight stay and/or are out of the State will be reviewed and approved by the Executive Council or Superintendent and submitted to the Board of Education for approval **prior** to the travel date.

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:

- Establish a staff development program as the cornerstone of effective instructional programs and employee performance.

FISCAL IMPACT:

The estimated travel expenses are \$316, with additional substitute costs of \$315, 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 E.2.1.
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Board Travel Report - February 2, 2010									
Travel Dates	Attendees	Site or Dept	Conference or Workshop	Location	Sub Cost	Estimated Expenses	Budget	Purpose of Overnight, Out-of-State, Air Travel	
Tuesday 01/19/10 & 01/26/10	Sally Luedeman	HC	Second Grade Writing Workshop	San Diego	\$210	\$209	ARRA/Sp Ed IDEA pt B	This workshop will provide instructional strategies to enhance second grade student writing abilities	
Thursday, 03/11/10	Pamela Mitchell	PA	Working with Students with Asperger's Syndrome	San Marcos	\$105	\$107	Title I	This workshop will provide practical instructional strategies for teaching students with Asperger's Syndrome.	
Travel Requests (overnight, out-of-county, and/or air travel) Submitted for Board Approval									
Thurs-Sat, 03/04/10 - 03/06/10	Ernie Nevares	Ed Services	Computer Using Educators Conference	Palm Springs	\$0	*\$0	*Expenses paid by employee	This technology conference will focus on 21st century tools for universal learning and provides an opportunity to network with technology professionals.	

*Travel and all conference expenses will be paid by employee.

Consent Item E.2.2. Approval/Ratification of Revolving Cash Report
Prepared by Karl Christensen
February 2, 2010

BACKGROUND:

The Revolving Cash Fund of \$15,000 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:

Administration recommends approval of checks #21886 through #21891 on the \$15,000 Revolving Cash Account.

This recommendation supports the following District goal:

- Pursue actively the funding and resources to fulfill our mission and maintain fiscal solvency.

FISCAL IMPACT:

The fiscal impact is \$662.17 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 E.2.2.
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**SANTEE SCHOOL DISTRICT
REVOLVING CASH REPORT- \$15,000**

Date	Number	Name	Memo	Amount
01/13/10	21886	KATIE HAMMOND	REIMBURSEMENT- TRAVEL	254.25
01/13/10	21887	CHRISTINE BAILEY	REIMBURSEMENT- SUPPLIES	30.37
01/13/10	21888	TRACY FOX	REIMBURSEMENT- SUPPLIES	52.55
01/25/10	21889	WAL-MART	LORENE FOSTER CHILDREN'S FUND	125.00
01/25/10	21890	WAL-MART	LORENE FOSTER CHILDREN'S FUND	100.00
01/25/10	21891	VON'S	LORENE FOSTER CHILDREN'S FUND	100.00
Total Checks Written				\$662.17
Total to be Reimbursed				\$662.17

Consent Item E.2.3 Acceptance of Donations
 Prepared by Karl Christensen
 February 2, 2010

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 donation has been offered to the District:

<i>Item</i>	<i>Approximate Value</i>	<i>Donated By</i>	<i>Designated For Use At</i>
Funds to Support the Instructional Program and Supplement Classroom Supplies	\$500.00	Kohl's	Carlton Oaks School
TOTAL DONATIONS RECEIVED	\$500.00		

RECOMMENDATION:

Administration recommends acceptance of the donation listed above for the District.

This recommendation supports the following District goals:

- Assure the highest level of educational achievement for all students.
- Pursue actively the funding and resources to fulfill our mission and maintain fiscal solvency.

FISCAL IMPACT:

The donation above is valued at \$500.00.

STUDENT ACHIEVEMENT IMPACT:

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

Motion:		Second:		Vote:		Agenda Item E.2.3.
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Consent Item E.3.1.

Approval to Submit Sprint Character Education Grant Application

Prepared by Kristin Baranski
February 2, 2010

BACKGROUND:

Sprint Corporation annually offers character education grants to school sites and districts. These grants provide up to \$25,000 for supplies and training to implement a program for school climate improvement.

Santee School District's grant application will be based on service learning foundations, a topic of discussion during the District's strategic planning process. The funding would provide teacher stipends, training, and student incentives to participate in a twelve week, after school program for middle school students. The expected outcomes of the project include:

- A) Increase the number and scope of service learning projects by providing teacher training and stipends.
- B) Decrease the number of disciplinary referrals for students participating in the program.
- C) Increase the number of students who rate themselves as having meaningful participation in school and also increase their empathy skills.

RECOMMENDATION:

Administration recommends that the Board of Education approve the attached application for the Sprint Character Education Grant.

This recommendation supports the following District goal:

- Develop social, emotional and health service programs to foster student character and personal well-being.

This recommendation supports the strategic planning area of increasing student resiliency and empathy skills by addressing the social/emotional development of children and families.

FISCAL IMPACT:

The Sprint Grant would provide \$22,977 to support teachers and students at nine school sites by providing training, stipends for teachers, and books on community building for each site and student incentives.

STUDENT ACHIEVEMENT:

By offering service learning opportunities in middle school, students will better understand the relevance of their school lessons, how they fit into a larger community, and be better prepared to meet the challenges of the twenty-first century.

Motion: _____ Second: _____ Vote: _____

Agenda Item E.3.1.

Overview:

Santee and Sprint Care program would provide funding for teacher stipends, training and student incentives to participate in a twelve week afterschool program for middle school students. These are the expected outcomes of the project.

- A) Increase the number and scope of service learning projects by providing teacher training and stipends.
- B) Decrease the number of disciplinary referrals for students participating in the program.
- C) Increase the number of students who rate themselves as having meaningful participation in school and increase their empathy skills.

The teacher will share literature about building community and help middle school aged participants come up with at least two community service projects. Using their training, the advisor will enhance the community service project to create a service learning program. "Service learning is teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience and teach civic responsibility and strengthen communities." (Learn and Serve America)

This program shows immediate outcomes for participating students and teachers. The second year of the program, the teachers will take the program back to their grade level teams and implement service learning into the classroom allowing it to continue to benefit middle school students.

Describe and document/justify the need (s) that the project will address

The Santee School District (SSD) includes 9 schools serving 6,280 students in kindergarten through 8th grade (2008). Santee is a suburban town of 56,068 residents and is located in eastern San Diego County, California. Santee is a middle income community that has experienced a dramatic shift in the economy. The free and reduced lunch rate has jumped from 25.4% in 2008 to 32.8% in 2009.

California Healthy Kids survey data for 5th graders in Santee reveals a decline in perceptions of high levels of protective factors at school over the last five years. Especially low are the percentages of students who report high levels of meaningful participation; only 14% of students feel that they participate meaningfully at their school (CHKS, 2007). In addition, there were 456 suspensions and 11 expulsions at SSD schools last school year (UMIRS).

School Related Protective Factors for 5th graders since 2003

Performance Indicator	2003	2005	2007
The percentage of students that report high levels of protective factors with a teacher or other adult at their school:			
Caring Relationships	70%	61%	56%
High Expectations	70%	62%	57%
Meaningful Participation	18%	16%	14%
School Connectedness (Total School Assets)	62%	52%	44%

Rationale - Provide the rationale, including evaluation results data or research that supports why this project is likely to be successful

Santee School District (SSD) assures the highest level of educational achievement for all students. It is an academic environment that has small junior high/middle schools located on the Kindergarten through 8th grade sites. Due to the smaller size, there are fewer options for students to participate in extra curricular programs that promote school and community connectedness. Beginning in the middle school years, adolescents need to expand their scope of influence and develop an attachment to the community in which they live.

This project will be offered in collaboration with the Santee Collaborative, a community collaborative with over 35 community organization that are working to create opportunities for youth and their families. With community support, students will have the opportunity to develop positive behavioral assets that include making healthy choices, developing caring relationships, and demonstrating responsible behavior. The following are specific developmental assets that will be affected by this project:

- Youth will feel valued by adults in the community
- Youth have decision making opportunities in the community
- Youth have an opportunity to be a service to others
- Participate in co-curricular school activities or structured community programs for children
- Youth receives support from adult other than his or her parents

(40 Developmental Assets @ for Middle Childhood, Search Institute, Minneapolis, MN, 2003)

Since 2002, another project has been offered in Santee District for Kindergarten through 3rd grade that promotes attachment to school through a caring adult (Primary Intervention Program). This program has demonstrated success in students' connection to school, decreased absenteeism, and increased social skills. The Sprint project will enable us to use the Primary Intervention Program as a model to address the needs of adolescents.

The Center for Disease Control and Prevention (CDC) has determined that school connectedness is a key component in increasing health and education outcomes. The CDC defines school connectedness as the belief by students that adults and peers in the school care about their learning as well as about themselves as individuals. They provide six strategies that increase school connectedness:

1. Create decision making process that facilitates student, family, and community engagement
2. Provide education and opportunities to enable families to be actively involved in their child's academic and school life.
3. Provide students with the academic, emotional and social skills necessary to be actively engaged in school.
4. Use classroom management techniques and teaching methods to foster a positive learning environment.
5. Provide professional development and support for teachers and other staff to enable them to meet the diverse cognitive, emotional, and social needs of children and adolescents.
6. Create trusting and caring relationships that promote open communication among administrators, teachers, staff, families, and communities.

(School Connectedness: Strategies for Increasing Protective Factors Among Youth. Atlanta, GA: US HHS, 2009).

All of these strategies are present in this project assuring a meaningful difference to both the students who participate and the community in which they live.

Plan – Describe the plan and timeline for implementing the project

Santee School District (SSD) would select one teacher from each of the nine school sites to serve as advisors. These teachers will receive training and a stipend to conduct a 12 week afterschool program serving 20 students. School staff will identify students who may be at risk socially, emotionally and could benefit from this school connectedness program.

Students selected are invited to participate in Leadership Group afterschool. Using Second Step Curriculum and literature, the youth will gain valuable social skills and create a cohesive team. This will increase their connection to each other and to school. Students will participate in at least two service learning fieldtrips in their community. (Fall-Winter 2010)

Santee Collaborative's mission is to promote a healthier community that builds resilient children and families. This group works with SSD to offer parent participation and community involvement using more than 35 partners in Santee. They will be used as a resource to provide the Leadership groups with options for projects within the Santee Community.

As a celebration of the program and to educate parents about their student's experience, there will be a parent training towards the end of the 12 week group to recognize what the students have done for the community, what they have learned and how parents can help foster further community service projects and academic support. Santee Collaborative will sponsor this class and also help to involve parents and students in other community projects.

Beginning in the 2011-2012 school year, the trained teachers will implement a similar service learning program during the school day. They will also bring the learning to their grade level teaching teams for implementation for all middle school students.

Benchmarks Use numbers to describe benchmarks for successfully implementing the project

Benchmarks	2010-11	2011-12
Number of teachers trained in service learning	12	25
Number of students participating in after school program	180	1000
Number of community groups helped by program	10	15
Number of service learning project completed	18	40
Number of parents participating in student program	50	100

Results – Use numbers to describe the outcome you expect

The expected results for this program are:

Percentage of students suspended for misbehavior will decrease by 5% in 2010-2011 (Santee District Report Card)

5% more 7th grade students will report a high measure of empathy skills – California Healthy Kids Survey (Spring 2011-Module B)

5% more 7th grade students will report a high measure of school connectedness - California Healthy Kids Survey (Spring 2011 – Module B)

80% of the teachers participating in program will report a better understanding of service learning program and ability to set up a service learning experience for students

75% of students will report learning and enjoying the service learning and group process

95% of the advisors will report positive change in at least 70% of the students participating in the program.

75% of students will attend at least 9 of the 12 weekly sessions.

Evaluation - Plan and timeline for evaluating the implementation and outcomes of the project. Provide a schedule or timeline for measuring and reporting issues.

Plan Component	Completion Timeline	Measuring Tool
Hiring of Advisors	June 2010	9 advisors
Training of Advisors and % learned	August 2010	Survey – Training results, needs
Selection and Recruitment of participants	October 2010	# of students selected and permission slips signed
12 week Leadership Group	Begin in November and conclude by March 2011	Survey Pre/Post Test to Measure <ul style="list-style-type: none"> • Second Step Lesson • Community service • Attitudes about program
12 week Leadership Group	Attendance – March 2011	Participation Rates
Parent Education	March 2011	Survey change in knowledge
CHKS	May 2011	Survey changes <ul style="list-style-type: none"> • School connectedness • Empathy Skills
School Suspension Rates	June 2011	UMIRS data regarding suspension rates by school sites

The results of this program will be presented to parents at an educational forum/celebration in March. The Board of Education will receive a report on the program with recommended next steps in June 2011.

Budget Santee Sprint Project	Request	Match
Teacher Stipend 2 hour x week x 12 weeks x 9 sites x \$30	\$6,480	\$6,480
Training for teachers	\$500	\$500
Sub cost to attend training	\$990	
Curriculum \$120/site x 9 sites	\$1,080	
Student Incentives		
Snacks for meeting \$25 week x 12 weeks x 9 sites	\$2,700	
T shirts	\$3,600	
Service Learning Project Field Trips		
\$2/mile x 30 miles x 2 trips x 9 schools	\$1,080	
School Bus Driver cost \$78/hour x 4 hour x 2 trips x 9 schools	\$5,616	
Parent Celebration and Education Program		\$500
Subtotal of Direct Services	\$21,386	
Indirect Cost (7.44% of direct costs)	\$1,591	
Total	\$22,977	\$7,480

DISCUSSION AND/OR ACTION ITEMS Item F.

Citizens wishing to address the Board about a Discussion and/or Action 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 Discussion and/or Action.

Discussion and/or Action Item F.1.1.
Prepared by Karl Christensen
February 2, 2010

Chet F. Harritt Ball Field Relocatable
Electrical Feeds

BACKGROUND:

On December 15, 2009, the Board of Education approved construction of the Chet F. Harritt Ball Field via the thirteenth amendment to the Lease-Leaseback contract with Barnhart, Inc. The project's owners' contingency for unforeseen conditions was established at \$22,551.

Over winter break and during mass grading for the Ball Field Project, the contractor discovered an old electrical pull box with power, data, and fire alarm feeds to all the relocatables. Due to the 18-inch cut in the left field area, the electrical feeds had to be relocated. This work took place on a time and materials basis.

Since the long-range plan is to build the 10-classroom addition, remove relocatables, and expand the primary playground in this area of the school, staff approved relocation of the wiring overhead as the best low-cost fix with the least amount of impact. The work was done after school hours and over the weekend so that the switchover occurred without classroom disturbance.

Since this change is over the owners' contingency, it is brought to the Board of Education for ratification.

RECOMMENDATION:

It is recommended that the Board of Education approve/ratify change order #1 for Chet F. Harritt Ball Field construction in the amount of \$32,891.96 to convert underground electrical feeds to overhead for the relocatable classrooms.

This recommendation supports the following District goals:

- Provide facilities that optimize the learning environment for all students.
- Pursue actively the funding and resources to fulfill our mission and maintain fiscal solvency.

FISCAL IMPACT:

The fiscal impact is \$32,891.96 from BAN funds for the Capital Improvement Program.

STUDENT ACHIEVEMENT IMPACT:

The Modernization/Capital Improvement Program plans will positively impact student learning environments.

Motion:		Second:		Vote:		Agenda Item F.1.1.
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BACKGROUND:

The District currently contracts with three employees as on-site residents on three school properties; Cajon Park, Carlton Hills, and the old Santee School site. These on-site residents provide a valuable service to the District by deterring vandalism and enhancing security. The on-site resident at the old Santee School site was there prior to the closing of the school. Since there is no school operating there now, he patrols and responds to security issues at other schools.

On September 6, 2005, the Board of Education authorized an on-site residence for Pepper Drive School. Over the past year, Pepper Drive School has experienced extensive problems with theft, vandalism, and vagrancy. To respond to these issues, District staff has taken the following measures:

- Locks on gates to the interior campus complex have been changed out.
- Additional security visits have been implemented by Santee Security during the week and by our Santee School site live on over the weekends and breaks.
- Additional solar lighting was installed at the lower parking lot stairs and a solar parking lot light should be installed by the end of February.
- Over winter break exterior wall pack lights with numerous burned out bulbs were changed out to fluorescent lights through an SDG&E energy savings program.
- A flyer was created with contact numbers and handed out to the neighbors of the school campus to notify the district of any problems they may see happening. We are regularly requesting persons to leave the campus at night who have been caught drinking on campus.

After the break in and loss of technology equipment this year staff researched many options to increase the security and safety of the campus. School and District staff believes the best long-term solution for deterring theft, loss, and vandalism is to have an on-site residence at this school.

The school Principal and Director of Maintenance, Operations & Facilities met with the property owner who has the Churchill Road easement ownership and she agreed to allow the District to use the District's school gate and access on Churchill Road for the on-site resident. She requested a privacy fence be installed to replace the sparse and dying shrubbery that no longer provides adequate screening.

The current Santee School site On-Site Resident ("OS Resident") has agreed to move his mobile home to Pepper Drive School and provide On-Site Resident services there.

The projected costs for completion are as follows:

- \$6,500 to provide utility service.
- \$1,400 to install a privacy fence between the school property and adjacent neighbor.
- \$8,740 to lift, transport, move, and re-install mobile home at Pepper Drive School.

Administration recommends that the District pay for the cost of utilities and the privacy fence. The OS Resident has agreed to pay for the costs of moving his home but does not have the funds available at this time. Administration recommends using remaining Bond Anticipation Note Proceeds to complete this work but reimburse the BAN funds with an additional \$201.28 added to the OS Resident's current \$209.00 per month rent payment. This payment incorporates a 5% per annum interest rate over 48 months pursuant to the attached Amortization Schedule. To estimate a reasonable interest rate for this transaction, current interest rates for new and used car loans were reviewed since they are approximately the same duration. Rates at San Diego County Credit Union as of January 1, 2010 for fixed rate vehicle loans were as follows:

- 2008 and newer = 4.99%
- 2006-07 = 5.75%
- 2004-05 = 6.50%
- 2003 or older = 8.50%

RECOMMENDATION:

It is recommended that the Board of Education approve moving of On-Site Resident from old Santee School Site to Pepper Drive School and contracting to provide all necessary services and work.

This recommendation supports the following District goal:

- Provide facilities that optimize the learning environment for all students.
- Pursue actively the funding and resources to fulfill our mission and maintain fiscal solvency.
- Develop social, emotional and health service programs to foster student character and personal well-being.

FISCAL IMPACT:

The fiscal impact is \$16,640 from Bond Anticipation Note Proceeds with \$8,740 to be paid back over four years at a 5% per annum interest rate.

STUDENT ACHIEVEMENT IMPACT:

Motion:		Second:		Vote:		Agenda Item F.1.2.
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**Santee School Site Resident
Amortization Schedule
Mobile Home Move Cost**

Annual Int Rate	5.00%				
Term in Months	48				
Principal	\$8,740.00	Cost to move trailer			
District Contribution	\$7,400.00	Cost to provide utilities & privacy fence for neighbor			
Month	Begin Bal	Payment	Principal	Interest	End Bal
1	\$8,740.00	\$201.28	\$164.86	\$36.42	\$8,575.14
2	\$8,575.14	\$201.28	\$165.55	\$35.73	\$8,409.59
3	\$8,409.59	\$201.28	\$166.24	\$35.04	\$8,243.36
4	\$8,243.36	\$201.28	\$166.93	\$34.35	\$8,076.43
5	\$8,076.43	\$201.28	\$167.62	\$33.65	\$7,908.81
6	\$7,908.81	\$201.28	\$168.32	\$32.95	\$7,740.48
7	\$7,740.48	\$201.28	\$169.02	\$32.25	\$7,571.46
8	\$7,571.46	\$201.28	\$169.73	\$31.55	\$7,401.73
9	\$7,401.73	\$201.28	\$170.44	\$30.84	\$7,231.29
10	\$7,231.29	\$201.28	\$171.15	\$30.13	\$7,060.15
11	\$7,060.15	\$201.28	\$171.86	\$29.42	\$6,888.29
12	\$6,888.29	\$201.28	\$172.57	\$28.70	\$6,715.72
13	\$6,715.72	\$201.28	\$173.29	\$27.98	\$6,542.42
14	\$6,542.42	\$201.28	\$174.02	\$27.26	\$6,368.41
15	\$6,368.41	\$201.28	\$174.74	\$26.54	\$6,193.66
16	\$6,193.66	\$201.28	\$175.47	\$25.81	\$6,018.20
17	\$6,018.20	\$201.28	\$176.20	\$25.08	\$5,842.00
18	\$5,842.00	\$201.28	\$176.93	\$24.34	\$5,665.06
19	\$5,665.06	\$201.28	\$177.67	\$23.60	\$5,487.39
20	\$5,487.39	\$201.28	\$178.41	\$22.86	\$5,308.98
21	\$5,308.98	\$201.28	\$179.16	\$22.12	\$5,129.82
22	\$5,129.82	\$201.28	\$179.90	\$21.37	\$4,949.92
23	\$4,949.92	\$201.28	\$180.65	\$20.62	\$4,769.27
24	\$4,769.27	\$201.28	\$181.40	\$19.87	\$4,587.87
25	\$4,587.87	\$201.28	\$182.16	\$19.12	\$4,405.71
26	\$4,405.71	\$201.28	\$182.92	\$18.36	\$4,222.79
27	\$4,222.79	\$201.28	\$183.68	\$17.59	\$4,039.11
28	\$4,039.11	\$201.28	\$184.45	\$16.83	\$3,854.66
29	\$3,854.66	\$201.28	\$185.21	\$16.06	\$3,669.44
30	\$3,669.44	\$201.28	\$185.99	\$15.29	\$3,483.46
31	\$3,483.46	\$201.28	\$186.76	\$14.51	\$3,296.70
32	\$3,296.70	\$201.28	\$187.54	\$13.74	\$3,109.16
33	\$3,109.16	\$201.28	\$188.32	\$12.95	\$2,920.83
34	\$2,920.83	\$201.28	\$189.11	\$12.17	\$2,731.73
35	\$2,731.73	\$201.28	\$189.89	\$11.38	\$2,541.83
36	\$2,541.83	\$201.28	\$190.69	\$10.59	\$2,351.15
37	\$2,351.15	\$201.28	\$191.48	\$9.80	\$2,159.67
38	\$2,159.67	\$201.28	\$192.28	\$9.00	\$1,967.39
39	\$1,967.39	\$201.28	\$193.08	\$8.20	\$1,774.31
40	\$1,774.31	\$201.28	\$193.88	\$7.39	\$1,580.43
41	\$1,580.43	\$201.28	\$194.69	\$6.59	\$1,385.74
42	\$1,385.74	\$201.28	\$195.50	\$5.77	\$1,190.24
43	\$1,190.24	\$201.28	\$196.32	\$4.96	\$993.92
44	\$993.92	\$201.28	\$197.13	\$4.14	\$796.79
45	\$796.79	\$201.28	\$197.96	\$3.32	\$598.83
46	\$598.83	\$201.28	\$198.78	\$2.50	\$400.05
47	\$400.05	\$201.28	\$199.61	\$1.67	\$200.44
48	\$200.44	\$201.28	\$200.44	\$0.84	\$0.00

BACKGROUND:

Santee School District has experienced exceptional student achievement as a result of the instructional expertise and commitment of our instructional staff including certificated, classified, and administrative teams supporting quality classroom learning. However, through District and Reading Committee data analysis, the District has continued to research best instructional practices associated with reading because we still have children not reaching grade level proficiencies. Over the past two years, this committee conducted a study of reading curriculum, instruction, and assessment for students and the reading interventions that are used to assist struggling readers.

This evening, administration will provide an update to the Board of Education on Literacy Plan training, reading assessments, and current site and District work supporting the objectives of the Literacy Plan.

RECOMMENDATION:

Administration recommends the continued development of literacy plan initiatives on school campuses and professional development associated with these initiatives.

This recommendation supports the following district goals:

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

FISCAL IMPACT:

Due to the current fiscal condition of the State and District, administration recommends a minimal budget, \$1,800, be enacted for continued Literacy Plan professional development and purchase of an informal reading inventory for grades 4 - 8. The District will utilize Federal and State categorical funds that are still restricted, Title I, EIA-SCE, EIA-LEP, and Special Education Federal Stimulus Funding. The majority of the professional development will be site-based and use existing staff on campuses.

STUDENT ACHIEVEMENT IMPACT:

The District Literacy Plan and professional development associated with this plan are intended to improve reading achievement especially for struggling readers.

Motion: _____ Second: _____ Vote: _____

Agenda Item F.2.1.

BACKGROUND:

Santee School District's YALE preschool started in August 2008 with an enrollment of 36 children. Currently YALE Preschool has 86 children enrolled, an increase of 50 children. YALE has reached capacity at Sycamore Canyon School and the goal of YALE Preschool was to expand to three sites within five years. Based on the growth shown and the current wait list of 25 children, we feel that it is reasonable to expand to a new site for the 2010-11 school year. Growth of this program has been based on word of mouth as well as referrals from the District office and Lakeside's Early Start Program.

The projected cost and revenue for the proposed expansions are approximately (see attached for detailed information):

Summer Program

Income \$32,037.00
Expenses \$31,775.00
Undistributed \$262.00

New Site

Income \$159,300.00
Expenses \$145,122.60
Undistributed \$14,177.40

In addition to the expansion for the 2010-11 school year, administration recommends expanding the current 10-month program to a year-round program. This would involve increasing several of YALE staff from 10-month to 12-month employees. Last year, a summer pilot program was offered to parents and children. Parents have expressed continued interest in a summer program this year. However, summer months would not be at full student capacity so it is not necessary to offer all staff the 12-month status.

RECOMMENDATION:

Administration recommends approval of the expansion of YALE Preschool to a year round program and to a second Santee School District location.

This recommendation supports the following District goal:

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

This recommendation supports the strategic plan area of educational achievement.

FISCAL IMPACT:

The fees charged will ensure this program is self-sufficient. Program costs include extra custodial needs and indirect costs.

STUDENT ACHIEVEMENT:

Attending a quality preschool program increases a child's success during his/her school years.

Motion: _____ Second: _____ Vote: _____

Agenda Item F.2.2.

YALE 2010 - 2011/ New Site Only

Expenses

	Estimated	Actual
Total Expenses	\$145,122.60	\$0.00

	Estimated	Actual
Staff		
10 mo. GL I (8 hrs.)	\$35,780.00	
10 mo. GL I (7.5 hrs)	\$33,309.00	
10 mo. EC Asst. II (3.5 hrs)	\$10,701.00	
10 mo. EC Asst. II (3.5 hrs)	\$10,701.00	
35% 12 mo. Coord.	\$31,500.00	
Totals	\$121,991.00	\$0.00

	Estimated	Actual
Misc.		
Supplies	\$5,000.00	
Custodial	\$800.00	
Snack @ .65 per snack	\$6,000.00	
Indirect Cost @ 7%	\$11,331.60	
Totals	\$23,131.60	\$0.00

YALE 2010 - 2011/ New Site Only

Income

		Estimated	Actual	
Total income		\$159,300.00		
YALE				
Estimated wkly income	Actual	Number of Weeks	Estimated	Actual
\$1,980.00		Full Time	\$75,240.00	\$0.00
		5 Day	\$0.00	\$0.00
\$1,260.00		3 Day	\$47,880.00	\$0.00
\$900.00		2 Day	\$34,200.00	\$0.00
			\$157,320.00	\$0.00
EAK				
		AM/PM @	\$0.00	\$0.00
		PM @	\$0.00	\$0.00
			\$0.00	\$0.00
Reg/Supply Fees		Number of Students		
\$45.00		Full Time	\$540.00	\$0.00
		5 Day	\$0.00	\$0.00
\$159.00		3 Day	\$840.00	\$0.00
\$25.00		2 Day	\$600.00	\$0.00
		EAK	\$0.00	\$0.00
			\$1,980.00	\$0.00

YALE Summer 2010 Estimation

Expenses

	Estimated	Actual
Total Expenses	\$31,775.00	\$0.00

	Estimated	Actual
Staff		
12 mo. EC GL II (8 hrs.)	\$6,669.00	
12 mo. EC GL I (8 hrs.)	\$6,818.00	
12 mo. EC Asst. II (5.5 hrs.)	\$4,446.00	
12 mo. EC Asst. II (3.75 hrs.)	\$2,294.00	
52% - 12 mo. Coord.	\$7,800.00	
Totals	\$28,027.00	\$0.00

	Estimated	Actual
Misc.		
Supplies	\$300.00	
Custodial	\$500.00	
Snack	\$1,228.00	
Indirect Cost @ 7%	\$1,720.00	
Totals	\$3,748.00	\$0.00

YALE Summer 2010 Estimation

Income

		Estimated	Actual
Total income		\$32,037.00	
Estimated wkly income			
	Number of Weeks		
Estimated	Actual	Estimated	Actual
\$1,980.00		Full Time 8	\$15,840.00
		5 Day	\$0.00
\$1,260.00		3 Day 7	\$8,820.00
\$900.00		2 Day 7	\$6,300.00
		\$30,960.00	\$0.00
EAK			
0.00		AM/PM @ 0	\$0.00
0.00		PM @ 0	\$0.00
		\$0.00	\$0.00
Reg/Supply Fees (based on 4 sessions)			
		Number of Students	
\$32.00		Full Time 12	\$384.00
0		5 Day 0	\$0.00
\$21.00		3 Day 18	\$378.00
\$17.50		2 Day 18	\$315.00
0		EAK 0	\$0.00
		\$1,077.00	\$0.00

BOARD POLICIES AND BYLAWS Item G.

Citizens wishing to address the Board about a Board Policies and Bylaws 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 Board Policies and Bylaw.

Prepared by Kristin Baranski
January 19, 2010

BACKGROUND:

Since the last update of Board Policy 6171, California Department of Education (CDE), in response to federal mandates, has updated requirements for school districts collecting Title I funding. The majority of the additions to Board Policy 6171 relate to comparability of non-Title I schools and Title I schools.

The school district is required to annually complete Title I Comparability Forms and submit these forms to CDE every other year. These forms help the school district document that the same level of student-to-staff ratios and certificated salaries are provided at a Title I school as a non-Title I school.

The district is in a self review year for Categorical Program Monitoring and we are required to have an updated Board Policy addressing Title I comparability.

RECOMMENDATIONS:

This evening administration is presenting the revised Board Policy 6171 for a second reading. It is recommended that the Board of Education approve and adopt revised Board Policy 6171, Title I Programs.

FISCAL IMPACT:

Title I funding contributes approximately \$500,000 annually to the District's budget. Sites receive 85% of this annual apportionment. The other 15% includes indirect costs and ERC staff who support the program instructionally and administratively.

STUDENT ACHIEVEMENT IMPACT:

Title I funding provides many necessary resources for underachieving children. These resources are purchased in support of increasing student achievement in the areas of English language arts and mathematics.

Motion: _____ Second: _____ Vote: _____

Agenda Item G.1.1.

SANTEE SCHOOL DISTRICT
9625 CUYAMACA STREET
SANTEE, CA 92071-2674
(619) 258-2300

TITLE I PROGRAMS

In order to improve the academic achievement of students from economically disadvantaged families, the district shall use federal Title I funds to provide supplementary services that reinforce the core curriculum and assist students in attaining proficiency on state academic standards and assessments.

The Superintendent or designee shall provide technical assistance and support to any school participating in the Title I program, including consultation in the development and implementation of school plans and activities.

The district and each school receiving Title I funds shall develop a written parent involvement policy in accordance with 20 USC 6318.

Local Educational Agency Plan

The Superintendent or designee shall consult with teachers, principals, administrators, other appropriate school personnel, and parents/guardians of participating students in the development, periodic review, and, as necessary, the revision of a local educational agency (LEA) plan. The plan and any revisions shall be submitted to the Governing Board for approval.

The plan shall address the components specified in 20 USC 6312, which describe the assessments, strategies, and services the district will use to help low-achieving students meet challenging academic standards.

The initial plan shall be submitted to the California Department of Education (CDE) and approved by the State Board of Education. Subsequent revisions of the plan shall be kept on file in the district.

Comparability of Services

State and local funds used in schools receiving Title I funds shall provide services that, taken as a whole, are at least comparable to services in schools that are not receiving Title I funds or, if all district schools are receiving Title I funds, that are substantially comparable in each school. Comparability may be determined on a school-by-school basis or by grade span.

To demonstrate comparability of services among district schools:

1. The Board shall adopt and implement a districtwide salary schedule.
2. The ratio of students to teachers, administrators, and other staff at each Title I school shall not exceed 110 percent of the average ratio across non-Title I schools.
3. Salary expenditures at each Title I school shall be no less than 90 percent of the average salary expenditure across non-Title I schools.
4. All district schools shall be provided with the same level of base funding per student for curriculum and instructional materials.
5. The Superintendent or designee shall maintain records of the quantity and quality of instructional materials and equipment at each school.

In determining comparability, the district shall not include staff salary differentials for years of employment. The district also may exclude unpredictable changes in student enrollment or personnel assignments that occur after the beginning of the school year, state and local funds expended for language instruction educational programs, state and local funds expended for the excess costs of providing services to disabled students, and supplemental state or local funds expended in any school attendance area or school for programs that specifically meet the intent and purposes of Title I.

At the beginning of each school year, the Superintendent or designee shall measure comparability in accordance with the above criteria and maintain records documenting the district's compliance. If any instances of noncomparability are identified, the Superintendent or designee shall promptly implement adjustments as needed to ensure comparability.

Program Evaluation

The Board shall use state assessment results and other available measures or indicators to annually determine whether each participating school is making adequate yearly progress toward ensuring that all students meet the state's proficient level of achievement on state assessments.

Legal Reference:

EDUCATION CODE

11503 Parent involvement programs in Title I schools
52055.57 Districts identified or at risk of identification for program improvement
54020-54028 Economic Impact Aid
54420-54425 State Compensatory Education
64001 Single plan for student achievement, consolidated application programs

UNITED STATES CODE, TITLE 20

6301 Program purpose
6311-6322 Improving basic programs for disadvantaged students, including:
6312 Local educational agency plan
6313 Eligibility of schools and school attendance areas; funding allocation
6314 Title I schoolwide programs
6315 Targeted assistance schools
6316 School improvement
6318 Parent involvement
6320 Participation of private school students
6321 Comparability of services
7881 Participation of private school students

CODE OF FEDERAL REGULATIONS, TITLE 34

200.1-200.79 Improving basic programs for disadvantaged students

Administrative Regulation: AR6171

Adopted: January 16, 1996

Amended: July 18, 2006

SANTEE SCHOOL DISTRICT
9625 CUYAMACA STREET
SANTEE, CA 92071-2674
(619) 258-2300

PARENT INVOLVEMENT IN FEDERAL PROGRAMS

~~Federal programs shall provide identified students with supplementary services designed to instruct them in the district's standards based curriculum and improved achievement in basic and advanced skills. The district shall provide these services, including remediation in reading, language and/or mathematics, on the basis of individual student needs identified annually and assessed with objective education criteria.~~

~~When evaluating the effectiveness of federal programs, staff shall assess individual student achievements and determine whether these students' improved performance has continued over a period of more than 12 months. Services shall be modified for students who do not make substantial progress.~~

~~The district shall inform all parents whose students participate in the federally funded Title 1 program. This policy encourages parents of Title 1 students to; 1) participate in the joint development of the local site plan and process of school review for program improvement schools under Section 1116; 2) help schools to plan and implement effective parent involvement activities to improve student academic achievement and school performance; 3) build the schools' and parents capacity for strong parental involvement; 4) coordinate and integrate parental involvement strategies under Title 1 Part A and under other programs as specified; 5) conduct, with the involvement of parents, and annual evaluation of the content and effectiveness of this policy and use the findings of the evaluation to design more effective parental involvement; and 6) involve parents in the activities of the Title 1 schools.~~

~~The Superintendent or designee shall establish procedures which ensure that the district provides all district schools with the same level of base funding, per student, for staff services, curriculum materials and instructional supplies. At the beginning of each school year, the ratio of students to teachers, site administrators, and auxiliary staff shall vary as little as possible from school to school. The Superintendent of designee shall maintain records to document that these procedures are implemented.~~

Legal Reference:

~~—— Hawkins-Stafford Elementary and Secondary School Improvement Amendments
—— of 1988
—— Public Law 100-297, 1016-1021~~

~~EDUCATION CODE:~~

~~—— 11500-11506 Programs to Encourage Parental Involvement~~

Administrative Regulations: ~~AR 6171~~

Adopted: ~~January 16, 1996~~

Revised: ~~July 18, 2006~~

SANTEE SCHOOL DISTRICT
9625 CUYAMACA STREET
SANTEE, CA 92071-2674
(619) 258-2300

TITLE I PROGRAMS

Schoolwide Programs

A school may operate a Title I schoolwide program in order to upgrade the entire educational program of the school when at least 40 percent of the students in the school attendance area, or at least 40 percent of the students enrolled in the school, are from low-income families. The Superintendent or designee shall inform any such eligible school and the school's parents/guardians of the school's eligibility and its ability to consolidate funds from federal, state, and local sources for program purposes.

Any participating school shall develop, annually review, and update a single plan for student achievement which incorporates the plan required by 20 USC 6314 for reforming the school's total instructional program and plans required by other categorical programs included in the state's consolidated application.

A schoolwide program shall include:

1. A comprehensive needs assessment of the entire school, including the needs of migrant students, which includes the achievement of students in relation to state academic content and achievement standards
2. Schoolwide reform strategies that:
 - a. Provide opportunities for all students to meet the state's proficient and advanced levels of achievement
 - b. Use effective methods and instructional strategies, based on scientifically based research, that strengthen the school's core academic program, increase the amount and quality of learning time, help provide an enriched and accelerated curriculum, and include strategies for meeting the educational needs of historically underserved populations
 - c. Include strategies to address the needs of all students in the school, but particularly the needs of low-achieving students and those at risk of not meeting state achievement standards who are members of the target population of any program that is part of the schoolwide program

Such strategies may include counseling, student services, mentoring services, college and career awareness and preparation, and the integration of vocational and technical education programs.

- d. Address how the school will determine if student needs have been met
 - e. Are consistent with and designed to implement state and local improvement plans, if any
3. Instruction by highly qualified teachers
 4. High-quality and ongoing professional development for teachers, principals, paraprofessionals, and, if appropriate, student services personnel, other staff, and parents/guardians to enable all students in the school to meet state academic achievement standards
 5. Strategies to attract high-quality, highly qualified teachers to high-need schools
 6. Strategies to increase parent involvement
 7. Plans for assisting preschool children in the transition from early childhood programs to elementary school programs
 8. Measures to include teachers in decisions regarding the use of academic assessments to provide information on and to improve the achievement of individual students and the overall instructional program
 9. Activities to ensure that students who experience difficulty mastering the proficient and advanced levels of academic standards shall be provided with effective, timely additional assistance, which shall include measures for timely identification of students' difficulties and provision of sufficient information on which to base effective assistance
 10. Coordination and integration of federal, state, and local services and programs

Targeted Assistance Programs

Any school that receives Title I funds but does not operate a schoolwide program shall use Title I funds to provide services to: (20 USC 6315)

1. Students in grades 3-12 identified by the school as failing, or most at risk of failing, to meet the state's academic achievement standards on the basis of criteria established by the district and supplemented by the school

2. Students in preschool through grade 2 selected solely on the basis of such criteria as teacher judgment, interviews with parents/guardians, and developmentally appropriate measures

A targeted assistance program shall:

1. Use program resources to help participating students meet state academic achievement standards expected for all students
2. Ensure that program planning is incorporated into existing school planning
3. Use effective methods and instructional strategies, based on scientifically based research, that strengthen the core academic program, give primary consideration to providing extended learning time, help provide an accelerated, high-quality curriculum, and minimize removing students from the regular classroom during regular school hours for instruction provided by Title I
4. Coordinate with and support the regular education program, which may include services to assist preschool students in the transition to elementary school programs
5. Provide instruction by highly qualified teachers
6. Provide opportunities for professional development for teachers, principals, paraprofessionals, and, if appropriate, student services personnel, other staff, and parents/guardians who work with participating students
7. Provide strategies to increase parent involvement
8. Coordinate and integrate federal, state, and local services and programs

Participation of Private School Students

The Superintendent or designee shall provide or contract to provide special educational services or other Title I benefits to eligible private school students residing in a participating school attendance area. Such services and benefits shall be provided on an equitable basis with participating public school students.

Teachers, other educational personnel, and families of participating private school students shall have an opportunity to participate, on an equitable basis, in parent involvement activities and professional development pursuant to 20 USC 6318 and 6319.

Each year the Superintendent or designee shall contact officials of private schools with students who reside within district boundaries, regardless of whether the private school they attend is located within the district or whether or not those officials have previously indicated any interest in program participation.

The Superintendent or designee shall consult, in a meaningful and timely manner, with appropriate private school officials during the design and development of the district's Title I programs. Such consultation shall occur before the district makes any decision that affects the opportunities of eligible private school students to participate in Title I programs and shall include a discussion of:

1. How the needs of private school students will be identified
2. What services will be offered
3. How, where, and by whom the services will be provided
4. How the services will be academically assessed and how assessment results will be used to improve those services
5. The size and scope of the equitable services to be provided to private school students and the proportion of funds that is allocated for such services
6. The method or sources of data that are used to determine the number of students from low-income families in participating school attendance areas who attend private schools
7. How and when the district will make decisions about the delivery of service to such students, including a thorough consideration and analysis of the views of private school officials on the provision of services through a third-party provider
8. How, if the district disagrees with the views of private school officials on the provision of services through a third-party provider, the district will provide to private school officials a written analysis of the reasons that the district has chosen not to use a contractor

Meetings between district and private school officials shall continue throughout implementation and assessment of services.

The Superintendent or designee shall maintain, and shall provide to the California Department of Education upon request, a written affirmation signed by officials of each participating private school that consultation has occurred.

If the private school officials do not provide such affirmation within a reasonable period of time, the Superintendent or designee shall maintain records of the consultation or the offer of consultation.

The Superintendent or designee also shall maintain records documenting that:

1. The needs of private school teachers and/or private school students were identified.
2. The funds made available were equitable to those allocated for public school students and teachers.
3. The district's program met the needs of the private school teachers and/or private school students.
4. The district made efforts to resolve any complaints made by private school representatives.

Policy Reference: BP 6171

Approved: November 18, 1988

Amended: April 22, 1996

BOARD COMMUNICATION AND ORGANIZATIONAL BUSINESS Item H.

CLOSED SESSION Item I.

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. **Public Employee Discipline/Dismissal/Release** (Govt. Code § 54957)
2. **Conference with Labor Negotiator** (Govt. Code § 54956.8)
Purpose: Negotiations
Agency Negotiator: Minnie Malin, Assistant Superintendent, Human Resources
Employee Organizations: Santee Teachers Association
Classified School Employees Association
3. **Conference with Legal Counsel**
 - a) **Liability Claims** (Gov't Code §54956.95)
Claimant: Borrego Solar
Claim Against: Santee School District
 - b) **Existing Litigation**
(Subdivision (a) of Gov't Code §54956.9)
Case # 37-2009-00083936-CU-CO-CTL

RECONVENE TO PUBLIC SESSION Item J.

ADJOURNMENT Item K.