



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
 June 4, 2019**

District Mission

Providing an extraordinary education in an inspiring environment with caring people

Page #:
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A. OPENING PROCEDURES – 7:00 p.m.

1. Call to Order and Welcome
2. District Mission
3. Pledge of Allegiance
4. Approval of Agenda

The Board will hold a moment of silence in memory of former employee, Don Ainsworth.

B. REPORTS AND PRESENTATIONS

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1. Superintendent's Report
 - 1.1. Developer Fees and Collection Report 7
 - 1.2. Use of Facilities Report 8
 - 1.3. Enrollment Report 9
 - 1.4. Schedule of Upcoming Events 10
2. Spotlight: Tierra Del Sol Council PTA Unit Presidents 11
3. Spotlight on Education: Eighth Grade Student Academic Achievement Awards 12

C. PUBLIC COMMUNICATION

13

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.

D. PUBLIC HEARINGS

14

1. 2019-20 Local Control Accountability Plan (LCAP) 15
2. 2019-20 Adopted Budget 17

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

E. CONSENT ITEMS

18

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.

Superintendent

1.1. Approval of Minutes

19

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

Business Services

2.1. Approval/Ratification of Travel Requests

30

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

32

It is recommended that the Board of Education approve/ratify revolving cash checks as listed.

2.3. Acceptance of Donations, Grants, and Bequests

34

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

35

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

2.5. Approval/Ratification of Expenditure Transactions Charged to District Issued Purchasing Cards (P-Cards)

36

It is recommended that the Board of Education approve/ratify expenditure transactions charged to District P-Cards for the month of April 2019.

2.6. Adoption of Resolution No. 1819-34, to Establish Temporary Interfund Transfers

40

It is recommended that the Board of Education adopt Resolution No. 1819-34, as required for the 2018-19 year-end closing process and 2019-20 fiscal year.

2.7. Approval/Ratification of Annual Agreements for 2019-20

43

It is recommended that the Board of Education provide approval/ratification of the attached listed annual agreements for 2019-20.

2.8. Authorization to Sell/Dispose of Surplus Items

48

It is recommended that the Board of Education declare the described items as surplus with an estimated value of \$0 and authorize the sale or disposal of them in accordance with the recommended terms.

2.9. Approval of Agreement with the City of Santee to Provide Transportation Services for the Teen Center

51

It is recommended that the Board of Education approve the transportation agreement with the City of Santee to increase fees for District-provided transportation services to the Santee Teen Center.

2.10. Approval of Agreement with Howard E. Nyhart Company, Inc. for GASB 75 Actuarial Services

60

It is recommended that the Board of Education approve the agreement with Howard E. Nyhart Company, Inc. to conduct a rollover valuation for 2018-19, a full valuation for 2019-20, and a rollover valuation for 2020-21 for OPEB liabilities.

Educational Services

- 3.1. Adoption of the Local Control Accountability Plan (LCAP) Federal Addendum for 2019-20** 65
It is recommended that the Board of Education adopt the Local Control Accountability Plan Federal Addendum for 2019-20.
- 3.2. Approval of the 2019-20 Consolidated Application and Reporting System (CARS) Application for Funding** 85
It is recommended that the Board of Education approve the Consolidated Application and Reporting System (CARS) Application for Funding for the 2019-20 school year.
- 3.3. Approval of Nonpublic School Master Contract with Asepline School for Nonpublic School Services** 86
It is recommended that the Board of Education approve the Nonpublic School Master Contract with Asepline School for the period of June 21 June 30, 2019 and July 1, 2019 through June 30, 2020.
- 3.4. Approval of Memorandum of Understanding with San Diego County Office of Education for Data Sharing Services** 87
It is recommended that the Board of Education approve the Memorandum of Understanding with San Diego County Office of Education for data sharing services for the term of July 2019 through June 30, 2022.
- 3.5. Ratification of Nonpublic School Master Contract with the Institute for Effective Education for Nonpublic School Services** 110
It is recommended that the Board of Education ratify the adjusted Nonpublic School Master Contract with the Institute for Effective Education for Nonpublic School Services for Intensive Individual Instruction.

Human Resource/Pupil Services

- 4.1. Personnel, Regular** 111
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** 113
It is recommended that the Board of Education approve the short-term positions.
- 4.3. Approval of Medi-Cal Administrative Activities (SMAA) Agreement with Orange County Department of Education** 115
It is recommended that the Board of Education approve the SMAA Agreement with Orange County Department of Education.
- 4.4. Approval of Agreement with San Diego Imperial County JPA Member Agency Participation in the National Association of State Directors of Teacher Education and Certification's Clearinghouse Access Program (NASDTEC)** 116
It is recommended that the Board of Education approve the NASDTEC Agreement with San Diego Imperial County JPA Member Agency.
- 4.5. Approval of Create Coordinator of Health and Nursing Services Job Description** 117
It is recommended that the Board of Education approve the Coordinator of Health and Nursing Services Job Description.

F.	DISCUSSION AND/OR ACTION ITEMS	121
	<i>Members of the audience wishing to address the Board about any of the following items should submit a request to speak card in advance.</i>	
	Superintendent	
1.1.	<u>Appointment of Vice Principals</u> It is recommended that the Board of Education appoint Karen Hohimer, Rebecca Nelson, and Chris Rogers as vice principals in Santee School District effective July 1, 2019.	122
1.2.	<u>Appointment of Coordinator of Health and Nursing Services</u> It is recommended that the Board of Education appoint Holly Chisholm as Coordinator of Health and Nursing Services, effective July 1, 2019.	123
	Business Services	
2.1.	<u>Approval of Monthly Financial Report</u> It is recommended that the Board approve the Monthly Financial Report for April 2019.	124
G.	EMPLOYEE ASSOCIATION COMMUNICATION	127
H.	BOARD COMMUNICATION AND ORGANIZATIONAL BUSINESS	127
I.	CLOSED SESSION	127
1.	<u>Conference with Legal Counsel – Existing Litigation</u> - Case #: 37-2018-00029574-CU-OE-CTL	
2.	<u>Conference with Real Property Negotiators</u> (Gov't. Code § 54956.8) <i>Purpose: Potential Modification of Purchase and Sale Agreement</i> <i>Property: 10335 Mission Gorge Road, Santee 92071</i> <i>(formerly known as Santee School Site)</i> <i>Agency Negotiator: Karl Christensen, Assistant Superintendent</i>	
3.	<u>Conference with Labor Negotiator</u> (Gov't. Code § 54956.8) <i>Purpose: Negotiations</i> <i>Agency Negotiators: Tim Larson, Assistant Superintendent</i> <i>Employee Organizations: Santee Teachers Association (STA); and</i> <i>Classified School Employees Association (CSEA)</i>	
4.	<u>Public Employee Performance Evaluation</u> (Gov't. Code § 54957) <i>Superintendent</i>	
J.	RECONVENE TO PUBLIC SESSION	127
K.	ADJOURNMENT	127

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 June 18, 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
Santee School District assures a quality education empowering students to achieve academic excellence and to develop life skills needed for success in a diverse and changing society.
3. Pledge of Allegiance
4. Approval of Agenda for the June 4, 2019, regular meeting

The Board will hold a moment of silence in memory of former employee, Don Ainsworth.

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: Tierra Del Sol Council PTA Unit Presidents
3. Spotlight on Education: Eighth Grade Student Academic Achievement Awards

DEVELOPER FEES COLLECTION REPORT
2018-19
CUMULATIVE THROUGH May 21, 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
		10920 Summit Ave. (Exempt)	07/09/18	9,263	\$0.00	CP
	X	9433 Mandeville Road	07/19/18	798	\$1,875.30	CH
	X	681 Kenney Street	07/25/18	815	\$309.70	PD
	X	9707 Abbeyfield Road	07/25/18	868	\$2,039.80	RS
	X	8983, 8987, 8999, 9013, 9023, 9045, 8059 Hightail Dr.				
		8966, 8954 Trailridge Ave	07/30/18	594	\$1,395.00	CO
	X	1731 Garywood St.	08/20/18	772	\$1,814.20	PD
	X	1329 Wenatchee Ave	08/28/18	802	\$1,884.70	PD
	X	9078 Hightail Drive	09/18/18	273	\$641.55	CO
	X	8701 Mesa Road Unit #150	10/08/18	594	\$1,395.90	CFH
	X	1920 N. Marshall Ave Building H	10/10/18	10,700	\$4,066.00	PD
	X	1890 N. Marshall Ave Building J	10/10/18	35,800	\$13,604.00	PD
	X	1890 N. Marshall Ave Building K	10/10/18	8,200	\$3,116.00	PD
	X	1890 N. Marshall Ave Building G	10/10/18	10,762	\$4,089.56	PD
	X	10123 Riverwalk Drive	10/12/18	3,541	\$1,345.58	RS
	X	8618 Cuyamaca Street	10/18/18	11,154	\$4,238.52	PA
	X	8616 Cuyamaca Street	10/26/18	897	\$340.86	PA
	X	8860 Ellsworth Cricle	12/04/18	540	\$1,269.00	PA
	X	8961, 8967, 8971, 8981, 8997 Trailridge Ave	01/22/19	944	\$2,218.10	CO
	X	8522, 8524, 8526, 8528, 8530, 8532, 8534 Boulder Way	02/12/19	14,274	\$33,543.90	CO
	X	8510, 8512, 8514, 8516, 8518, 8520 Boulder Way	02/12/19	11,901	\$27,967.35	CO
	X	9032, 9036, 9040, 9044, 9048, 9052, 9056, 9060, 9061,				
	X	9057, 9053, 9049, 9045, 9041 West Bluff Pl	03/04/19	1,454	\$3,416.90	CO
	X	8629 Willow Ter	03/25/19	920	\$2,162.00	PA
	X	8740, 8742, 8744, 8746, 8748, 8750, 8752 Chaparral St.	03/25/19	14,408	\$33,858.80	CO
	X	8523, 8521, 8519, 8517, 8516, 8518, 8520,				
		8522 Redberry St.	03/25/19	16,063	\$37,750.40	CO
	X	8701 Cuyamaca St	04/30/19	85,880	\$32,634.40	PA
TOTAL PAGE 1					\$216,977.52	

- *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 - June 4, 2019						
Group	Location	Date	Days	Time	Attend	Fees
<u>Sycamore Canyon</u> PTA (Family Field Day and BBQ)	Lower Field	6/2/19	Sunday	1:00 pm - 4:00 pm	100	

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

Santee School District
 ENROLLMENT REPORT
 5/31/2019
 Month 11 Week 3
 School Week 41

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	05/31/19	06/01/18	# Diff	% Diff	TK	K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	05/31/19	06/01/18	# Diff	% Diff	05/31/19	05/24/19	# Diff	
Cajon Park		14	103	92	99	95	100	120	110	113	91	937	936	1	0.1%	0	1	4	11	7	6	3	13	6	12	65	74	-9	-12.2%	1002	1004	-2	
Carlton Hills	25	24	72	64	71	67	75	57	54	64	61	634	610	24	3.9%	7	5	4	5	3	3	6	3	9	45	30	15	50.0%	679	680	-1		
Carlton Oaks			80	83	82	88	72	77	98	95	120	795	790	35	4.6%	3	7	6	8	5	9	5	11	11	66	60	5	8.3%	880	860	0		
Chet F. Harritt	20	13	83	80	72	84	70	63	48	49	58	640	657	-17	-2.6%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hill Creek	26	25	77	83	87	83	79	76	75	58	68	747	749	-2	-0.3%	5	3	5	2	8	4	0	0	0	0	26	24	1	4.2%	772	773	-1	
Pepper Drive			107	101	107	105	90	132	106	99	96	943	964	-21	-2.2%	0	0	0	0	0	0	0	5	4	2	11	9	2	22.2%	954	954	0	
Pride Academy	24	22	53	64	69	62	60	53	76	43	48	574	573	1	0.2%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Rio Seco			90	98	118	93	108	105	116	123	95	946	933	13	1.4%	4	6	6	3	3	8	10	13	8	61	56	5	8.9%	1007	1006	1		
Sycamore Canyon	25	23	58	65	56	34	42	44	27	0	0	374	374	0	0.0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUBTOTAL	120	121	723	740	761	711	696	727	710	644	637	6590	6556	34	0.5%	0	20	25	32	25	23	27	39	39	42	272	253	19	7.5%	6862	6,864	-2	
Alternative School			3	1	3	4	3	2	3	5	3	27	32	-5	-15.8%															27	27	0	
Santee Success								2	2	5		9	15	-6	-40.0%											0	0	0	0.0%	9	8	1	
NPS												0	0						1	1	3	2	3	2	12	8	4	50.0%	12	12	0		
SUBTOTAL			3	1	3	4	3	2	5	7	8	36	47	-11	-23.4%	0	0	0	0	1	1	3	2	3	2	12	8	4	50.0%	48	47	1	
TOTAL	120	121	726	741	764	715	699	729	715	651	645	6626	6,603	23	0.3%	0	20	25	32	26	24	30	41	42	44	284	261	23	8.8%	6910	6911	-1	

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

SCHOOL	PK	TK 4yo	EAK 4yo	Total All
Cajon Park	0	0	0	1002
Carlton Hills	0	0	0	679
Chet F Harritt	0	0	0	840
Hill Creek	0	0	0	772
Prospect Ave	0	0	0	574
Sycamore Canyon	79	0	0	453
Total PK/EAK	79	0	0	

Total Enrollment Including PK
6989

Schedule of Upcoming Events

Date	Event
June 4	Board Meeting; 7:00 p.m.
June 12	Last Day of School
June 18	Board Meeting; 7:00 p.m.
June 20	Foundation Golf Classic, Carlton Oaks Country Club
August 21	First Day of School for the 2019-2020 School Year
September 2	Labor Day Holiday – No School/District Offices Closed
September 3	Board Meeting; 7:00 p.m.
September 17	Board Meeting; 7:00 p.m.

Reports and Presentation Item B.2.
Prepared by Dr. Kristin Baranski
June 4, 2019

Spotlight: Tierra Del Sol Council PTA
Unit Presidents

BACKGROUND:

The Tierra Del Sol Council Parent Teacher Association (PTA), comprised of a group of dedicated volunteers, is an integral part of our school community. Each school's unit President works hard to provide interesting and valuable programs at their schools, but also advocates for all children with their one voice. PT(S)A's focus is always on the education, health, safety, and well-being of children.

The unit presidents at each school work diligently encouraging parent participation in their children's education and school activities and building effective family-school partnerships.

Tonight, the Board would like to recognize and thank the Tierra Del Sol Council PTA Unit Presidents of Santee School District who are a part of the "heart" of each school.

Cajon Park
Erica Cipro

Pepper Drive
Melissa Jarvis

Carlton Hills
Jean Brittain

PRIDE Academy
Terra Alkhafi

Carlton Oaks
Megan Pate

Rio Seco
Emily McMackin

Chet F. Harritt
Charr Jervis

Sycamore Canyon
Andrea Gonzales

Hill Creek
Tasha Jacobson

Tierra del Sol Council President
Sarah Raley

Agenda Item B.2.

Prepared by Dr. Stephanie Pierce
June 4, 2019

BACKGROUND:

Tonight we are honoring students who were selected to compete in the Academic Achievement Award competition for the 2018-19 school year.

Dr. Stephanie Pierce, Assistant Superintendent of Educational Services, will introduce students from each school in Santee School District who achieved academic excellence during the current school year. Two eighth grade students from each school are selected to participate in this competition by their teachers in collaboration with the school principal.

The Academic Student Achievement Award is provided to eighth grade students who participate in an annual end of the year competition. This year the Academic Achievement Award Competition integrated the areas of writing, speech and mathematics. Students completed an authentic math task with real world data and problems. The students used their mathematical solutions, combined with several informational articles to draft an argumentative essay, and finally, crafted a persuasive speech with visuals to convince an audience of their final solutions.

This evening the Board of Education and Assistant Superintendent of Educational Services, Dr. Stephanie Pierce, will honor the students selected by their school who participated in this year's 2018-19 competition. The City of Santee and the Santee Chamber of Commerce will both be represented to present the top recipient awards. The names of the award winners will be announced at the Board meeting.

Academic Achievement Participants

Cajon Park
Arlene Garcia
Salar Marogy

Chet F. Harritt
Emily Cortese
Natalee Modica

PRIDE Academy
Kendal Hunt

Carlton Hills
Trevor Charles
Widya Suryadewi

Hill Creek
Haley Burch
Ainsley Jackson

Rio Seco
Issac Roy
Jacob Samaan

Carlton Oaks
Avril Braun
Jason Brouard

Pepper Drive
Gaby Ley
Ireland Ervin

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.

Agenda Item C.

Item D. PUBLIC HEARINGS

1. 2019-20 Local Control Accountability Plan (LCAP)
2. 2019-20 Adopted Budget

Public Hearing Item D.1. 2019-20 Local Control Accountability Plan (LCAP)
Prepared by Dr. Stephanie Pierce
June 4, 2019

BACKGROUND:

In accordance with Education Code 52062 (b) (1), the Board of Education shall hold at least one public hearing to review the District's proposed Local Control Accountability Plan (LCAP) and solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the Local Control Accountability Plan or the annual update to the Local Control Accountability Plan. Additionally, the agenda for the public hearing shall be posted at least 72 hours before the public hearing and shall include the location where the local control and accountability plan or annual update to the local control and accountability plan will be available for public inspection.

The Santee School District's proposed Local Control Accountability Plan is available for public inspection on the District's website: www.santeesd.net. The Board of Education of Santee School District will consider the Local Control Accountability Plan for approval at the June 18, 2019 regular Board of Education meeting to be held at:

Educational Resource Center
9619 Cuyamaca Street
Santee, CA 92071

The public hearing should convene and permit any interested citizens to raise questions or to provide input about the proposed Local Control Accountability Plan of the District.

Agenda Item D.1.

**PLEASE POST
Until June 4, 2019**

NOTICE OF PUBLIC HEARING

FROM THE

SANTEE SCHOOL DISTRICT

FOR

PROPOSED LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

The Santee School District Board of Education will conduct a public hearing to review the District's proposed Local Control Accountability Plan (LCAP).

DATE: Tuesday, June 4, 2019

TIME: 7:00 p.m.

PLACE: Educational Resource Center
9619 Cuyamaca Street
Santee, CA 92071

NOTICE IS FURTHER GIVEN that the Santee School Board of Education will consider the LCAP for approval at the June 18, 2019 regular Board of Education meeting to be held at Educational Resource Center, 9619 Cuyamaca Street, Santee, CA 92071.

The proposed LCAP is available for public inspection on the District's website: www.santeesd.net.

Posted 05/28/19
Santee City Clerk's Office
Santee Library
Educational Resource Center
Santee Chamber of Commerce
Santee Schools

Public Hearings D.2.
Prepared by Karl Christensen
June 4, 2019

2019-20 Adopted Budget

BACKGROUND:

The Board of Education is required by law to hold an official public hearing prior to discussion of the Adopted Budget. The budget document has been available for public review at:

Santee School District
Charles E. Skidmore Administration Center
9625 Cuyamaca Street
Santee, CA 92071

The public hearing should convene and permit any interested citizens to raise questions or to provide input about the proposed adopted Budget of the District.

Agenda Item D.2.

Item E. 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.

Consent Item E.1.1.
Prepared by Dr. Kristin Baranski
June 4, 2019

Approval of Minutes

BACKGROUND:

Presented for Board approval –

- May 14, 2019, special meeting minutes
- May 21, 2019, regular meeting minutes
- May 23, 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 E.1.1.

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

May 14, 2019
MINUTES

Charles Skidmore
Administration Center
9625 Cuyamaca 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

Dianne El-Hajj, Member

Administration present:

Dr. Kristin Baranski, Superintendent and Secretary to the Board

Mr. Karl Christensen, Assistant Superintendent, Business Services

B. PUBLIC COMMUNICATION

During this time, citizens are invited to address the Board of Education about any item on this special meeting agenda. There was no public communication.

C. LEASE LEASEBACK REQUEST FOR PROPOSAL (RFP) INTERVIEWS

The Board of Education met to conduct Lease Leaseback RFP interviews.

D. ADJOURNMENT

The May 14, 2019 special meeting was adjourned.

Barbara Ryan, Clerk

Dr. Kristin Baranski, Secretary

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

May 21, 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
Dianne El-Hajj, 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

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 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>El-Hajj</u>	<u>Burns</u>	<u>Aye</u>	<u>El-Hajj</u>	<u>Aye</u>
<i>Vote:</i>	<u>5-0</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. Claims Against the District
- 1.5. Schedule of Upcoming Events

2. Spotlight on Learning: Student Recognitions

- 2019 Greater San Diego Science and Engineering Fair Participants
- 2019 Greater San Diego Region Botball Tournament
- Science Field Day
- PTA 2019 Reflections

Dr. Stephanie Pierce introduced students being recognized, by the Board of Education, in County-level programs: 2019 Greater San Diego Science and Engineering Fair Participants; 2019 Greater San Diego Region Botball Tournament; Science Field Day; and PTA 2019 Reflections winners.

2019 Greater San Diego Science and Engineering Fair

Kyla Malone	1st Place	Medicine and Health Sciences
Sydney Finger-Hyde	1st Place	Product Testing/Consumer Science
Brayden Ross	3rd Place	Microbiology
Katherine Do	3rd Place	Animal Science
Trevor Charles & Connor Ducharme	3rd Place	Chemistry
Elise Casillas & Elizabeth Russell	4th Place	Product Testing/Consumer Science

Greater San Diego Region Botball Tournament

Payton Chumacero	4th Grade
Marwan Al Qassi	4th Grade
Sebastian Burns	5th Grade
Kavinda Gamage	7th Grade
Blake Tingle	6th Grade
Mackenzey Rhea	7th Grade
Dominick Zengilou	7th Grade
Madilynn Price	8th Grade

Science Field Day

Rania Ahwal	Emily McAnally	Madelynn Quiroga
Kai Brown	Sadie McAnally	Ian Savage
Ali Cline	Megan Messick	Kaitlyn Seaman
Nolan Goetz	Chloe Nickerson	Lily Shimmin
Addison Jones	Adrienne Noland	Sienna Sutherland
Annabelle Lee	Sophia Pineiro	

PTA 2019 Reflections

Cayden Nguyen	1st Place	Literature
Sierra Beckerley	1st Place	Visual Arts
Williams Do	1st Place	Music Competition
Elle Capati	3rd Place	Visual Arts
Savana Latter	3rd Place	Visual Arts
Kimberlee Westergren	3rd Place	Visual Arts
Lily Schwabe	3rd Place	Visual Arts
Brynn Akins	3rd Place	Dance Choreography

C. PUBLIC COMMUNICATION

President Fox invited members of the audience to address the Board about any item not on the agenda.

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
- 1.2. Approval to Cancel the July 16, 2019 Regularly Scheduled Meeting of the Board of Education
- 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, Grants, and Bequests
- 2.6. Approval/Ratification of General Services Agreements
- 2.7. Approval/Ratification of Agreement for Mileage Reimbursement In Lieu of District Transportation
- 2.8. Authorization to Sell/Dispose of Surplus Items
- 2.9. Authorization to Solicit Informal Bids through the CUPCCAC Process for Asphalt Replacement/Repair Projects
- 2.10. Approval of Ninyo & Moore to Conduct Geotechnical Pavement Evaluations at Cajon Park and Hill Creek Schools

- 2.11. Authorization to Purchase Ford F250 Truck to Replace Older White Fleet Vehicle
- 2.12. Agreement with Zum Services Inc. to Provide Student Transportation Services
- 3.1. Approval of State Preschool Program Annual Report to California Department of Education
- 3.2. Approval of General Services Agreement with Core Collaborative to Provide Leading Impact Teams Professional Development
- 3.3. Approval of Nonpublic School Master Contract with Stein School for Nonpublic School Services
- 3.4. Approval of Nonpublic School Master Contract with Sierra Academy Nonpublic School Services
- 3.5. Approval of Nonpublic School Master Contract with Springall Academy for Nonpublic School Services
- 4.1. Personnel, Regular
- 4.2. Approval to Renew Services with Frontline Technologies (Aesop) Automated Substitute Calling / Attendance System for 2019-2020
- 4.3. Approval of Memorandum of Understanding with Rady Children’s Hospital and Health Center (RCHHC) for the Early, Periodic Screening, Diagnosis and Treatment (EPSDT) Program – pulled for separate consideration
- 4.4. Approval of Agreement for Mandated Student Health Screenings (Vision, Hearing, and Scoliosis) with Rady Children’s Hospital, San Diego – pulled for separate consideration
- 4.5. Approval of Consultant Agreements
- 5.1. Adoption of Environmental Categorical Exemptions for Capital Improvement Program Building Projects at Chet F Harritt, PRIDE Academy, and Sycamore Canyon

Member Ryan pulled Consent Items D.4.3. and D.4.4. for separate consideration. She shared a conflict with the items, as she was employed by Rady Children’s Hospital. Member Ryan explained she would abstain from voting, and stepped out of the room. Member Burns moved approval of consent items.

Motion:	<u>Burns</u>	<u>Fox</u>	<u>Aye</u>	<u>Levens-Craig</u>	<u>Aye</u>
Second:	<u>El-Hajj</u>	<u>Burns</u>	<u>Aye</u>	<u>El-Hajj</u>	<u>Aye</u>
Vote:	<u>5-0</u>	<u>Ryan</u>	<u>Aye</u>		

With one motion, Member Burns moved approval of items 4.3. and 4.4.

- 4.3. Approval of Memorandum of Understanding with Rady Children’s Hospital and Health Center (RCHHC) for the Early, Periodic Screening, Diagnosis and Treatment (EPSDT) Program

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

- 4.4. Approval of Agreement for Mandated Student Health Screenings (Vision, Hearing, and Scoliosis) with Rady Children’s Hospital, San Diego

Member

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

E. DISCUSSION AND/OR ACTION ITEMS

Superintendent

1.1. Approval of PBK-REDI Proposal for Safety and Security Review, Training, and Design

Superintendent Baranski explained that in an effort to implement best practices in campus safety and security, administration has been researching campus security consultative services in San Diego County. PBK-REDI, a San Diego-based company, has developed nationally recognized methodologies to assist school leaders in defining and evaluating threats and campus vulnerabilities. Their consultation services help mitigate security risks through defining effective policy and operational guidelines at a site and district level. She shared that based on PBK-REDI's reputable staff and consultative services, administration recommends approval of the attached proposal and recommends the use of option 1 noted on the proposal for architectural consultations at Chet F Harritt, PRIDE Academy, and Sycamore Canyon. Member Ryan moved approval.

Member Burns expressed the important role security cameras play on campuses. He asked that this be part of the conversation. Superintendent Baranski shared Mike Olander, Director of Pupil Services, and Bernard Yeo, Director of Technology, were ready to make their recommendations on this topic.

Motion: Ryan Fox Aye Levens-Craig Aye
Second: El-Hajj Burns Aye El-Hajj Aye
Vote: 5-0 Ryan Aye

Business Services

2.1. May Revise and State Budget Update

Karl Christensen, Assistant Superintendent of Business Services, provided a summary of the May Revise and how it differed from the Governor's January budget proposal.

Mr. Christensen provided an overview of the economy and noted the Real GDP Growth is expected to decline; and talks about a future recession.

• **The Economy**

<u>Measure</u>	<u>Level</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
<i>Real GDP Growth</i>	National	2.20%	2.90%	2.30%	2.10%
<i>Unemployment Rate</i>	National	4.40%	3.90%	3.60%	3.60%
	State	4.80%	4.20%	4.30%	4.30%
<i>Personal Income Growth</i>	National	4.38%	4.46%	4.20%	4.62%
	State	4.65%	4.74%	4.44%	4.22%
<i>Inflation (CPI)</i>	National	2.10%	2.40%	2.10%	2.10%

Mr. Christensen shared the following chart noted a comparison of the January proposal to the May Revise. He noted that in 2017-18, the State General Fund Reserve was -.30%; and the increases in 2018-19 and 2019-20. Mr. Christensen explained this is the first time the May Revise number is higher than the January proposal; and shared this was great news. He noted some slight increases in Prop 98; and provided a brief overview of other provisions.

• **State Revenues**

Item	Source	2017-18	2018-19	2019-20
State General Fund Revenue	January Proposal	\$131.5	\$136.9	\$142.6
	May Revise	\$131.1	\$138.0	\$143.8
	Difference	(\$0.4)	\$1.1	\$1.2
	% Difference	-0.30%	0.80%	0.84%
	% Yr Over Yr Change	N/A	5.26%	4.20%
Proposition 98 Calculation	January Proposal	\$75.5	\$77.9	\$80.7
	May Revise	\$75.6	\$78.1	\$81.1
	Difference	\$0.10	\$0.20	\$0.40
	% Difference	0.13%	0.26%	0.50%
	% Yr Over Yr Change		3.31%	3.84%

<-----(In Billions)---->

• **Proposition 98**

- Guarantee Calculations: See table above
- Distribution to K-12:
 - \$63.9 million decrease from January Proposal in LCFF funding for COLA of 3.26%, down from 3.46%
 - \$70 million increase from January Proposal for 2018-19
 - \$696.2 million on-going for special education, up from \$576 million in January
 - \$36 million for second year of Classified School Employees Summer Assistance Program
 - 3.26% COLA for categorical programs outside the LCFF

• **Other Provisions:**

- Adds \$150 million to \$3 billion one-time non-Prop 98 payment to CalSTRS on behalf of LEAs to buy-down employer contribution rates for 2019-20 from 18.13% to 16.7% (was 17.1% in January) and 2020-21 from 19.1% to 18.1%
- 4 criteria met to trigger \$389.3 million deposit to Public School System Stabilization Account
 - GOOD NEWS: well below the approximate \$2.1 billion that would require school districts to reduce reserve percentage in the subsequent year to 2 times the minimum
- Statute proposed for charter schools to prohibit limiting enrollment for special education status, prohibit requesting academic records prior to enrollment, create a process for reporting concerns to authorizer, and authorize the California Department of Education to examine feasibility of using enrollment data to identify disparities that may warrant inquiry and intervention

Capital Improvement Program

3.1. Selection of Balfour Beatty Construction, LLC as the Lease-Leaseback Entity for Capital Improvement Program Projects and Authorization to Execute Construction Services Agreement with Preconstruction Services Scope, Master Site Lease, and Master Sub-Lease Agreements

Karl Christensen, Assistant Superintendent of Business Services, presented the Selection of Balfour Beatty Construction, LLC as the Lease-Leaseback Entity for Capital Improvement Program Projects and Authorization to Execute Construction Services Agreement with Preconstruction Services Scope, Master Site Lease, and Master Sub-Lease Agreements. He read the following statement.

On April 2, 2019, the Board authorized the Request for Proposals for preconstruction and lease-leaseback services for Capital Improvement Program Projects. The RFP set forth the criteria, based on qualifications and price, and the method in which the proposals were to be evaluated. The District received four (4)

proposals and after scoring the proposals and interviewing the top two (2) firms, Balfour Beatty Construction, LLC received the highest score, and therefore is the best value to the District. Balfour Beatty Construction, LLC will complete the Projects for a Guaranteed Maximum Price, the amount of which will be determined at a future date to be brought back to the Board for approval to issue a Notice to Proceed. Administration recommends selecting Balfour Beatty Construction, LLC as the district's lease-leaseback entity for Capital Improvement Program Projects and authorize administration to execute necessary agreements with Balfour Beatty consistent with those included in the RFP package.

Member Burns shared being part of the screening committee and commended all of the applicants. He explained his reason for supporting the item was about the relationship with Balfour Beatty and the District. Member Burns shared their familiarity with the District and their quality of work; and having great trust that that they will continue to do a great job for the District and community. The Board concurred with Member Burns' statement. Member El-Hajj moved approval.

Motion: <u>El-Hajj</u>	Fox <u>Aye</u>	Levens-Craig <u>Aye</u>
Second: <u>Ryan</u>	Burns <u>Aye</u>	El-Hajj <u>Aye</u>
Vote: <u>5-0</u>	Ryan <u>Aye</u>	

Educational Services

4.1. Approval of History Social Science Instructional Materials, Grade K – 8

Stephanie Pierce, Assistant Superintendent of Educational Services, invited Dawn Minutelli, Director of Curriculum & Assessment. Director Minutelli and the History-Social Science pilot team members, Heather Glanz, Chelsey Clixby, and Lori Meaux provided the Board with an overview of the pilot committee process and recommendations to adopt Pearson *My World* instructional material for grades K-8 History-Social Science. The Board expressed their appreciation to the team for their hard work. Member Burns moved approval.

Motion: <u>Burns</u>	Fox <u>Aye</u>	Levens-Craig <u>Aye</u>
Second: <u>Ryan</u>	Burns <u>Aye</u>	El-Hajj <u>Aye</u>
Vote: <u>5-0</u>	Ryan <u>Aye</u>	

Human Resource/Pupil Services

5.1. Ratification of Employer-Employee Collective Bargaining Tentative Agreement Between Santee School District and California School Employees Association and its Chapter #557 (CSEA)

Tim Larson, Assistant Superintendent of Human Resource/Pupil Services shared the District and the California School Employee Association (CSEA) and its Chapter #557 had reached a tentative agreement for the 2018-19 school year concerning Article 17, Compensation. He shared CSEA membership ratified the tentative agreement on April 11, 2019, and was being presented, along with the Disclosure of Collective Bargaining Agreement, for Board ratification. Mr. Larson shared the agreement includes a 2.25% increase in compensation for the 2018-19 fiscal year and realignment of the current salary schedule to recognize a five (5%) increase between steps. Member Burns moved approval.

Motion: <u>Burns</u>	Fox <u>Aye</u>	Levens-Craig <u>Aye</u>
Second: <u>El-Hajj</u>	Burns <u>Aye</u>	El-Hajj <u>Aye</u>
Vote: <u>5-0</u>	Ryan <u>Aye</u>	

F. EMPLOYEE ASSOCIATION COMMUNICATION

Melanie Hirahara, Santee Teachers Association (STA) President, mentioned they were going to share some of the teachers' responses to the behavior survey. She noted they were shared during EERC and were asked for more specifics. Mrs. Hirahara shared she would be providing additional information. She proceeded to highlight some of responses and shared that

intermediate grade teachers continue to see three to five major behavior issues per class; and described the impact for the teachers. Mrs. Hirahara shared the survey noted the lack of correct and/or current resources to deal with the recent escalated behaviors. She noted the current behavior strategies teachers use, do not work with current behaviors. Mrs. Hirahara shared teachers are being held accountable for teaching but are unable to due to the escalating behavior issues that are taking away from instructional time. She noted additional data was forthcoming and looking forward to working together to problem-solve and find a solution.

President Fox asked for an example of a behavior issue. Mrs. Hirahara shared students are throwing objects (i.e., tables) and tantrums in the classroom. She explained teachers are not allowed to remove the student from the classroom; and must remove the other students until the situation is contained. Member Levens-Craig asked if they noted a pattern in the behaviors (i.e. before/after lunch, recess, etc.). Mrs. Hirahara shared that was not a question on the survey. She explained the survey inquired more on numbers and types of behavior issues, and the difficulties that affect the classroom. President Fox inquired if the teachers provided examples on the survey. Mrs. Hirahara said they did.

Member Burns mentioned that would like to see the entire survey questions and responses. He explained this would assist with accountability and finding solutions. Member Burns mentioned that the survey responses by grade-levels would assist in determining where the resources are needed (i.e. by grade-level/span, etc.), patterns (i.e., how often these issues are happening), and the importance of specifics. Member El-Hajj shared that each year you have student problem student that promotes, but then another student enrolls in your class. Member Ryan shared they are seeing an increase of major behavior issues at Rady Children's Hospital also.

G. BOARD COMMUNICATION AND ORGANIZATIONAL BUSINESS

Superintendent Baranski mentioned most of the Board and Executive Council were able to participate in California Schools Employee Association's (CSEA) ACE day and had an opportunity to shadow a CSEA member. She shared being a campus aide and that although she had joked about being a campus aide during her tenure as Vice Principal and Principal, she had learned some new things and was honored to be able to spend the day and learn with great staff and interact with the students.

Member Levens-Craig inquired if this was something that could be done on a yearly basis. Superintendent Baranski shared it could be done at a District-level annually.

Member Burns shared his experience of shadowing Suzie Siebern, Instructional Media Technician at Cajon Park. He mentioned his son, Jon, comes home on a weekly basis talking about Ms. Siebern as a super hero. Member Burns shared that although they have known each other for many years, he can attest that she has earned her "superhero cape." He explained she has a great connection with the students and was impressed that she knew every student by name in all three classes that visited the library.

President Fox shared being a campus aide at Cajon Park. He shared peeling a hardboiled egg for a student; opening a carton of milk for a student; and being invited to a kindergarten student's birthday party; making new friends; and picking up trash. President Fox said he had a great time.

Member Burns noted that while at Cajon Park, he saw a group of kids congregating in the primary playground. He shared they were all around Mr. Christensen. He shared that while he was supposed to be supervising, he was too busy shaking hands and making new friends - it was a great site. President Fox noted the students danced and even sang Mr. Christensen a song. President Fox commented on Mr. Larson trimming bushes in his suit and tie. Member El-Hajj shared Dr. Pierce did a great job on landscaping and working with the "bird of paradise."

Member Levens-Craig shared being the school secretary at Rio Seco and being able to learn and understand how the office is the hub for the school and parents. She mentioned she had not thought about the job sharing that goes on within the office staff. Member Levens-Craig shared observing the parents being conscientious about checking in and out of the visitor system.

Member Ryan apologized about not being able to participate and shared it sounded like a great opportunity. Member Burns mentioned it was discussed being an annual event.

The Board discussed their experiences while serving ice cream for staff appreciation week at the schools. They shared the fans were a great hit and commended Mr. Larson for the idea.

Member Levens-Craig shared attending the *Walk Against Hate* and noted a lot of school district were represented, but Santee School District was not represented. She mentioned it was something the District should look into.

Member Burns asked to see data on the number of students that were on probation from walking; the number that went through the appeal process; and the number that are not walking. He also shared receiving phone calls inquiring on any changes to the family life curriculum; it was confirmed there had been no recent changes. Superintendent Baranski shared it would require an adoption process, similar to the recent History Social Science Instructional Materials adoption. Member Burns mentioned he had a discussed with Superintendent Baranski on the funds allocated to the libraries. He shared that each school library currently gets the same funding; and had asked that this formula be looked into for more equity. Superintendent Baranski said the funding was established because the schools were participating in the Young Readers program. However, it had not been reviewed in over ten years.

Member Ryan shared attending Delegate Assembly in Sacramento and shared focus was around special education. She mentioned each Delegate received a series of questions that were discussed during a session. Member Ryan noted the District's answers and practices were one of the best and shared by everyone. She discussed a special education resource booklet compiled by CSBA and asked that the Board and Executive Council receive a copy. Member Ryan mentioned CSBA has done polling on full and fair funding and shared a probability that there would be something on the ballot to increase funding for education, in addition to what they are receiving. Member Ryan shared she was uncertain of how funding would be raised for a State-wide campaign; but shared CSBA is currently working with CTA and other educational organizations.

H. CLOSED SESSION

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

1. **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

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

The Board entered closed session at 8:10 p.m.

I. RECONVENE TO PUBLIC SESSION

The Board reconvened to public session at 10:05 p.m., and no action was taken.

J. ADJOURNMENT

With no further business, the regular meeting of May 21, 2019 was adjourned at 10:05 p.m.

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

May 23, 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 6:00 p.m.
Members present:
 Ken Fox, President
 Dustin Burns, Vice President
Administration present:
 Dr. Kristin Baranski, Superintendent and Secretary to the Board
 Mr. Karl Christensen, Assistant Superintendent, Business Services

B. PUBLIC COMMUNICATION

During this time, citizens are invited to address the Board of Education about any item on this special meeting agenda. There was no public communication.

C. STRATEGIC PLANNING WORKSHOP – GRADUATE PROFILE

Board of Education members met with District stakeholders to review a draft of a graduate profile for Santee School District.

D. ADJOURNMENT

The May 23, 2019 special meeting was adjourned.

Barbara Ryan, Clerk

Dr. Kristin Baranski, Secretary

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 \$80.00, 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.

Board Travel Report - June 4, 2019										
Travel Dates		Attendees	Site or Dept.	Conference or Workshop	Location	Sub Cost	Estimated Expenses	Budget	Purpose of Travel	District Goal
Friday,	05/24/19	Stacie Bartfeld	Carlton Oaks School	Evidence Based Assessment of SLD w/English Learners	San Diego	\$0	\$40	Special Education	Outline critical issues involved in nondiscriminatory evaluation.	2
Friday,	05/24/19	Alexis Calekta	Carlton Oaks School	Evidence Based Assessment of SLD w/English Learners	San Diego	\$0	\$40	Special Education	Outline critical issues involved in nondiscriminatory evaluation.	2
Travel Requests That Require Airfare, Overnight Stay, and/or Travel Outside of the State of California										
(NONE)										

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.

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 #22642 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 \$151.21 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.

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

Date	Number	Name	Memo	Amount
	22642	Lorene Foster	Walmart	150.00
		April bank fees		1.21
		Total Checks Written		\$151.21
		Total to be Reimbursed		\$151.21
		Total to Deduct from Future Reimbursement		

Consent Item E.2.3. Acceptance of Donations, Grants, and Bequests
 Prepared by Karl Christensen
 June 4, 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 to Support the Purchase of Sound System for MPR	\$1,000.00	Hager Photography	Cajon Park School
Funds to Support the Instructional Program	\$90.00	Christopher & Katrina Lloyd	Cajon Park School
54 Units of Vans Shoes	\$2,043.75	Vans Shoes	Pepper Drive School
Funds for 6 th Grade Camperships	\$530.00	Hager Photography	PRIDE Academy
Funds for the Learning Garden	\$2,000.00	Rio Seco PTSA	Rio Seco School
Funds for Incentive Prizes / Awards	\$706.00	Sycamore Canyon PTA	Sycamore Canyon School
Funds for Classroom Supplies	\$71.80	Box Tops for Education	Sycamore Canyon School
GRANTS			
(None)			
BEQUESTS			
(None)			
TOTAL RECEIVED	\$6,441.55		

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
✓	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 donations, grants, and/or bequests listed above are valued at \$6,441.55.

STUDENT ACHIEVEMENT IMPACT:

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

Motion: _____ Second: _____ Vote: _____

Agenda Item E.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
Zoological Society of San Diego	Bugs Buddy Outreach Program	5/28/19	\$375.00	Sycamore Canyon
Total Kids Entertainment	Reading, Magic, and Ballooning Show	6/21/19 - 8/30/19	\$175/show (not to exceed \$2,450.00)	OST
Ivan M. Campos	Speech Language Pathologists Inservice	8/19/19	\$1,500.00	Special Education

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: _____

Consent Item E.2.5. Approval/Ratification of Expenditure Transactions
Prepared by Karl Christensen Charged to District Issued Purchasing Cards (P-Cards)
June 4, 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 April 1, 2019 through April 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 133 transactions totaling \$22,523.98 charged to various funds.

STUDENT ACHIEVEMENT IMPACT:

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

Motion: _____ Second: _____ Vote: _____

Agenda Item E.2.5.

PURCHASE DATE	CARDHOLDER	DEPARTMENT	MERCHANT NAME	PURCHASE AMOUNT	PURCHASE DESCRIPTION
20190404	ABEL,CATHY	CHILD NUTRITION	DOMYOWN.COM	80.94	Glue Board Fly Trap
20190414	ABEL,CATHY	CHILD NUTRITION	AMAZON.COM*MZ26J5N1	38.88	Fan
				99.82	
20190410	ALBERT,DIANN L	CHET F. HARRITT	LEGOLAND CALIFORNIA	2,007.00	LEGOLAND Field Trip Admissions
				2,007.00	
20190403	ARREOLA,LISA	SUPERINTENDENT'S OFFICE	MICHAELS STORES 3256	14.87	Office supplies
20190403	ARREOLA,LISA	SUPERINTENDENT'S OFFICE	GROWLER S SUB SHACK	49.55	Board meeting supplies
20190404	ARREOLA,LISA	SUPERINTENDENT'S OFFICE	VONS #1897	15.99	Board meeting supplies
20190415	ARREOLA,LISA	SUPERINTENDENT'S OFFICE	SOUTHWEST AIRLINES	311.96	Delegate Assembly Travel for Member Barbara Ryan
20190430	ARREOLA,LISA	SUPERINTENDENT'S OFFICE	ALS SPORT SHOP	16.14	PLT name badges
20190430	ARREOLA,LISA	SUPERINTENDENT'S OFFICE	APPLE BRIEFING CTR	867.00	Staffs attendance to Apple Education Briefing on March 7, 2019
				1,275.51	
20190409	AVILA,EVONN	BUSINESS SERVICES	NNA SERVICES LLC	592.04	Training
20190414	AVILA,EVONN	BUSINESS SERVICES	AMAZON PRIME	128.22	Annual PRIME Renewal
				720.26	
20190408	BAKER,HOPE	OST PROGRAMS	WAL-MART #1700	123.46	Food color, toys, painter tape, clothes pins, salt, supplies for YALE
20190408	BAKER,HOPE	OST PROGRAMS	WAL-MART #1700	80.64	Snack items for YALE preschool, cereal, applesauce, juice
20190415	BAKER,HOPE	OST PROGRAMS	DOLLAR TREE	30.09	Decorations, coloring books, Easter grass for Spring Break YALE
20190417	BAKER,HOPE	OST PROGRAMS	MICHAELS STORES 3256	113.54	Bubbles, paint, ribbons for Spring Break for YALE
20190418	BAKER,HOPE	OST PROGRAMS	THE HOME DEPOT #0673	10.75	Beach pebbles for YALE project for Spring Break
20190426	BAKER,HOPE	OST PROGRAMS	WAL-MART #1917	69.00	Paper prongs, ink, pouch, supplies for YALE office
20190428	BAKER,HOPE	OST PROGRAMS	OPS*CENTRE LDRYWDF	2.00	Card to wash the children's field trip shirts from Spring Break
20190428	BAKER,HOPE	OST PROGRAMS	OPS*CENTRE LDRYWDF	60.00	Wash the children's field trip shirts from Spring Break
				489.48	
20190401	BRASHER,PAMELA	OST PROGRAMS	WALMART.COM	113.37	Items for Spring Break Program, shaving cream, baggies, dominoes paint
20190402	BRASHER,PAMELA	OST PROGRAMS	BOOKS ARE FUN IVR	120.00	Books for Summer Program for OSTP
20190409	BRASHER,PAMELA	OST PROGRAMS	WAL-MART #1917	19.14	Duct tape for Spring Break project
20190412	BRASHER,PAMELA	OST PROGRAMS	99 CENTS ONLY STORES #	40.41	Silk flowers for Spring Break
20190414	BRASHER,PAMELA	OST PROGRAMS	THE HOME DEPOT #0673	56.56	Potting soil and vegetables for planting project for Spring Break
20190418	BRASHER,PAMELA	OST PROGRAMS	WAL-MART #1917	8.45	Lunch bags for a project for Spring Break
20190418	BRASHER,PAMELA	OST PROGRAMS	GROSSMONT CINEMA	171.00	Spring Break Field Trip to movies snack packs
20190425	BRASHER,PAMELA	OST PROGRAMS	SMART AND FINAL 398	35.03	Water for field trip
20190426	BRASHER,PAMELA	OST PROGRAMS	THE HOME DEPOT #0673	60.88	Play sand for YALE Preschool
				624.84	
20190407	BROGAN-BARANSKI,K	SUPERINTENDENT'S OFFICE	ALS SPORT SHOP	48.42	PLT name badges
20190408	BROGAN-BARANSKI,K	SUPERINTENDENT'S OFFICE	RITE AID STORE - 5623	10.00	Personal purchase to be reimbursed to District
20190414	BROGAN-BARANSKI,K	SUPERINTENDENT'S OFFICE	AMZN MKTP US*MZ0M13CT2	121.70	Purchase of professional development material for PLT staff
20190415	BROGAN-BARANSKI,K	SUPERINTENDENT'S OFFICE	AMZN MKTP US*MZ9I18F72	446.13	Purchase of professional development material for PLT
				626.25	
20190411	BROWN,TIFFANI	PEPPER DRIVE	LAKESHORE LEARNING MAT	73.53	Paws for TIGER Awards
				73.53	
20190403	DOBBINS,TIMOTHY	CAJON PARK	SOCIAL STUDIES SCHOOL	69.95	HSS 6th Grade supplemental curriculum
				69.95	
20190404	EDMONSTON,ERICA	RIO SECO	BUILDASIGN.COM	144.60	Signs to direct cars in parking lot loading/unloading zones
20190404	EDMONSTON,ERICA	RIO SECO	FOOD4LESS #0349	69.46	Ice Cream treat for Honor Roll Students
				214.06	
20190401	FORSTER,CHASITY	HILL CREEK	3749 EL POLLO LOCO	548.40	El Pollo Loco lunch for Volunteer Luncheon
20190403	FORSTER,CHASITY	HILL CREEK	INSTACART	87.33	Volunteer Luncheon
20190414	FORSTER,CHASITY	HILL CREEK	AMZN MKTP US*MW0WQ9Y82	50.00	Nurse items-adult pads
20190415	FORSTER,CHASITY	HILL CREEK	AMZN MKTP US*MZ9LM0FV2	31.24	Probe Covers
20190430	FORSTER,CHASITY	HILL CREEK	BAD WOLF PRESS	90.00	American Revolution Site License
				806.97	
20190410	HICKS,TYLENE	CHET F. HARRITT	BADGE A MINIT	219.95	Button Maker supplies
20190411	HICKS,TYLENE	CHET F. HARRITT	AMZN MKTP US*MZ9WC2461	37.70	Fax machine cartridges
20190414	HICKS,TYLENE	CHET F. HARRITT	WAL-MART #5140	9.70	Clock for Principal's Office
20190414	HICKS,TYLENE	CHET F. HARRITT	DISCOUNTMUGS.COM	587.23	Student T-Shirts for Jr. Olympics
20190423	HICKS,TYLENE	CHET F. HARRITT	LOWES #01661*	17.76	Bush trimmer for our Outdoor Learning Lab.
20190424	HICKS,TYLENE	CHET F. HARRITT	WAL-MART #1917	100.18	Faculty Meeting supplies
20190428	HICKS,TYLENE	CHET F. HARRITT	AMZN MKTP US*MZ9Q598P0	12.45	Book purchase: The STEAM Shift
				984.97	

PURCHASE DATE	CARDHOLDER	DEPARTMENT	MERCHANT NAME	PURCHASE AMOUNT	PURCHASE DESCRIPTION
20190409	HOOKS, TED A	PEPPER DRIVE	AMZN MKTP US*MW7QP77O2	30.74	Volunteer Tea supplies
20190410	HOOKS, TED A	PEPPER DRIVE	AMZN MKTP US*MW5OE99W2	52.49	Volunteer Tea supplies
20190411	HOOKS, TED A	PEPPER DRIVE	WHOLESALE FLOWERS	21.55	Volunteer Tea supplies
				<u>104.78</u>	
20190401	JOHNSTON, ANDREW	CARLTON OAKS	HOMEDEPOT.COM	93.75	Student Safety Patrol supplies
				<u>93.75</u>	
20190404	LOCKE, SUMMER	SYCAMORE CANYON	WALMART.COM	50.91	Flag and Flag Pole replacement
20190409	LOCKE, SUMMER	SYCAMORE CANYON	SKETCHNOTING IN THE CL	49.00	Web Application for 5th grade class use
20190411	LOCKE, SUMMER	SYCAMORE CANYON	AMZN MKTP US*MW6MR8RU2	13.64	Reading Guide highlighters
				<u>113.55</u>	
20190403	MARSMAN, MATTHEW	INFORMATION TECHNOLOGY	SIMPLISAFE	479.30	Security system
20190404	MARSMAN, MATTHEW	INFORMATION TECHNOLOGY	AMZN MKTP US*MW6VV79H1	12.98	USB-C to VGA adapter
20190405	MARSMAN, MATTHEW	INFORMATION TECHNOLOGY	AMZN MKTP US*MW55O62P0	36.99	Privacy screen for computer monitor
20190407	MARSMAN, MATTHEW	INFORMATION TECHNOLOGY	THE CUPERTINO HOTEL	442.82	Hotel
20190407	MARSMAN, MATTHEW	INFORMATION TECHNOLOGY	THE CUPERTINO HOTEL	470.92	Hotel
20190407	MARSMAN, MATTHEW	INFORMATION TECHNOLOGY	AMZN MKTP US*MW4U15IC1	35.99	Laptop privacy screen
20190409	MARSMAN, MATTHEW	INFORMATION TECHNOLOGY	WILLY'S ELECTRONICS	27.54	XLR patch cord, 6'
20190409	MARSMAN, MATTHEW	INFORMATION TECHNOLOGY	WILLY'S ELECTRONICS	17.23	VGA cable w 3.5mm, 25'
20190414	MARSMAN, MATTHEW	INFORMATION TECHNOLOGY	DISNEY RESORTS	250.38	Hotel
20190417	MARSMAN, MATTHEW	INFORMATION TECHNOLOGY	FRY'S ELECTRONICS #15	64.64	Hard drive
20190419	MARSMAN, MATTHEW	INFORMATION TECHNOLOGY	SIMPLISAFE	24.99	Security system
20190424	MARSMAN, MATTHEW	INFORMATION TECHNOLOGY	WILLY'S ELECTRONICS	15.25	VGA cable, m/m 25', slim
20190425	MARSMAN, MATTHEW	INFORMATION TECHNOLOGY	G/M BUSINESS INTERIORS	124.13	Filing rails for paper storage
20190425	MARSMAN, MATTHEW	INFORMATION TECHNOLOGY	FRY'S ELECTRONICS #15	86.19	Hard drive
20190426	MARSMAN, MATTHEW	INFORMATION TECHNOLOGY	AMZN MKTP US*MZ9X1DX1	22.98	Displayport to VGA adapter & HDMI to VGA adapter
				<u>2,112.33</u>	
20190404	MARTIN, SUZANNE	HILL CREEK	FOOD4LESS #0349	43.93	Ziplock bags for guided reading room, small group book storage and organization
20190417	MARTIN, SUZANNE	HILL CREEK	DUNN-EDWARDS CORP #66	79.16	Paint for office cabinet doors
20190417	MARTIN, SUZANNE	HILL CREEK	BSN SPORTS LLC	135.01	Soccer balls for 1st grade PE instructional unit
20190417	MARTIN, SUZANNE	HILL CREEK	GRAINGER	54.83	Custodial respirator mask
20190430	MARTIN, SUZANNE	HILL CREEK	GROUPON INC	25.00	Student appreciation incentive
				<u>337.93</u>	
20190407	MCGINTY, MIRIAM	SPECIAL EDUCATION	AMZN MKTP US*MW7TA0IK1	20.64	Name stamp for student receiving OT services
20190410	MCGINTY, MIRIAM	SPECIAL EDUCATION	THERAPRO	25.00	Pencil grips for students receiving OT services
20190411	MCGINTY, MIRIAM	SPECIAL EDUCATION	CDW GOVT #RVG5173	142.22	Toner for Special Education classrooms
20190418	MCGINTY, MIRIAM	SPECIAL EDUCATION	AMZN MKTP US*MZ19Q9Z12	20.64	Name stamp for student receiving OT services
20190421	MCGINTY, MIRIAM	SPECIAL EDUCATION	AMZN MKTP US*MZ76Y1JC2	36.95	Disposable Isolation gowns for Mod/Severe classroom IA use
				<u>245.45</u>	
20190404	MCKINNON, KATHY	EDUCATIONAL SERVICES	SMART AND FINAL 929	16.46	Supplies/Food - PLT Meeting
				<u>16.46</u>	
20190403	MONTLER, BONNER M	EDUCATIONAL SERVICES	DISNEY RESORTS	250.38	Hotel deposit (1 night) for PoewrSchool University training held at DisneyLand Hotel
				<u>250.38</u>	
20190416	OLANDER, MICHAEL	PUPIL SERVICES	USPS PO 0570200071	63.63	Return postage for SEL Curriculum
20190430	OLANDER, MICHAEL	PUPIL SERVICES	EB INFRAGARD SAN DIEG	27.28	Active Shooter Summitt
20190430	OLANDER, MICHAEL	PUPIL SERVICES	RESEARCH PRESS CO.	52.99	Social Decision Making CD
				<u>143.90</u>	
20190409	ORTEGA, KAREN	HUMAN RESOURCES	ELEVATE 2019	158.00	Workers' Comp Leadership Conference
20190421	ORTEGA, KAREN	HUMAN RESOURCES	OFFICE DEPOT #5125	689.58	Two office chairs
20190422	ORTEGA, KAREN	HUMAN RESOURCES	OFFICE DEPOT #5125	1,034.37	Three office chairs
20190423	ORTEGA, KAREN	HUMAN RESOURCES	DOLLAR TREE	7.00	Office supplies
20190424	ORTEGA, KAREN	HUMAN RESOURCES	OFFICE DEPOT #5125	107.75	Delivery & assembly of 5 office chairs
				<u>1,996.70</u>	
20190401	PEZONE, MELYNDA	CARLTON OAKS	STAPLES 00114413	17.76	Enlarge school map for school wide clean up project
20190426	PEZONE, MELYNDA	CARLTON OAKS	FITNESS FINDERS INC	20.49	Materials for Running Club
				<u>38.25</u>	
20190402	PIERCE, STEPHANIE	EDUCATIONAL SERVICES	YPS*RDD HA-GWKH6Q	(500.00)	Travel/Lodging Deposit Refund - CUE 2019
				<u>(500.00)</u>	

PURCHASE DATE	CARDHOLDER	DEPARTMENT	MERCHANT NAME	PURCHASE AMOUNT	PURCHASE DESCRIPTION
20190401	PROUTY,DANIEL J	INSTRUCTIONAL TECHNOLOGY	APL* ITUNES COM/BILL	9.98	iPad apps purchased for vetting
20190402	PROUTY,DANIEL J	INSTRUCTIONAL TECHNOLOGY	AMZN MKTP US*MW6ZH68R2	256.95	Computer monitor
20190403	PROUTY,DANIEL J	INSTRUCTIONAL TECHNOLOGY	AMZN MKTP US*MW2E26HF2	319.25	Sample student programmable computer and two books on Python coding
20190414	PROUTY,DANIEL J	INSTRUCTIONAL TECHNOLOGY	FOXS PIZZA DEN - SANT	23.50	Student incentives
20190415	PROUTY,DANIEL J	INSTRUCTIONAL TECHNOLOGY	VONS #1897	40.51	Student incentives
				<u>650.19</u>	
20190408	RIFFEL,MEREDITH	PUPIL SERVICES	TARGET 00014852	29.07	Wipes for SDC classes
20190414	RIFFEL,MEREDITH	PUPIL SERVICES	EB CTA SPECIAL EDUCAT	100.00	SPED Symposium C Chadwick
20190414	RIFFEL,MEREDITH	PUPIL SERVICES	EB CTA SPECIAL EDUCAT	100.00	SPED Symposium P Kaas
20190414	RIFFEL,MEREDITH	PUPIL SERVICES	EB CTA SPECIAL EDUCAT	100.00	SPED Symposium S Manis
20190414	RIFFEL,MEREDITH	PUPIL SERVICES	EB CTA SPECIAL EDUCAT	100.00	SPED Symposium L Isaacson
20190414	RIFFEL,MEREDITH	PUPIL SERVICES	EB CTA SPECIAL EDUCAT	100.00	SPED Symposium A Wilson
20190428	RIFFEL,MEREDITH	PUPIL SERVICES	WPS	137.49	Workshop materials for E McCarthy
				<u>666.56</u>	
20190405	SAUNDERS,LEAH	CARLTON HILLS	YEARBOOKS	140.00	Purchase Year Books
				<u>140.00</u>	
20190401	SHEEN,KRISTINA D	OST PROGRAMS	7-ELEVEN 20321	10.97	Treats for children for leadership awards at Rio Seco OSTP
20190403	SHEEN,KRISTINA D	OST PROGRAMS	FOOD4LESS #0349	31.39	Cooking Club for ASES program. Hot dogs, plates, peanut butter.
20190416	SHEEN,KRISTINA D	OST PROGRAMS	GROSSMONT CINEMA	693.00	Field Trip to the movies for Spring Break. Tickets and snack packs for the children
20190416	SHEEN,KRISTINA D	OST PROGRAMS	GROSSMONT CINEMA	297.00	Field Trip to the movies for Spring Break. Tickets and snack packs for the children
20190416	SHEEN,KRISTINA D	OST PROGRAMS	GROSSMONT CINEMA	679.00	Field Trip to the movies for Spring Break. Tickets and snack packs for the children
20190416	SHEEN,KRISTINA D	OST PROGRAMS	GROSSMONT CINEMA	297.00	Field Trip to the movies for Spring Break. Tickets and snack packs for the children
20190416	SHEEN,KRISTINA D	OST PROGRAMS	GROSSMONT CINEMA	693.00	Field Trip to the movies for Spring Break. Tickets and snack packs for the children
20190425	SHEEN,KRISTINA D	OST PROGRAMS	JOHNS INCREDIBLE PIZZA	980.67	Field Trip for Spring Break to John's Incredible Pizza, games and prizes
				<u>3,682.03</u>	
20190403	SIMKO,JOHANNA	PRIDE ACADEMY	AMZN MKTP US*MW24N5BI2	240.00	Thermal Compact Imager for IOS-Apple
20190407	SIMKO,JOHANNA	PRIDE ACADEMY	THE HOME DEPOT #0673	48.16	Garden Grant
				<u>288.16</u>	
20190407	SIMPSON,DEBRA	RIO SECO	AMZN MKTP US*MW5RE8KW0	86.20	DROPS Science materials 4th grade
20190407	SIMPSON,DEBRA	RIO SECO	AMZN MKTP US*MW1J42IC1	20.99	DROPS Science materials 4th grade
20190408	SIMPSON,DEBRA	RIO SECO	STANTON OPTICAL	424.60	Purchase on the wrong credit card-to be reimbursed
20190410	SIMPSON,DEBRA	RIO SECO	HOMEDEPOT.COM	24.57	DROPS grant materials
20190418	SIMPSON,DEBRA	RIO SECO	DIVA HILLSIDE LLC	117.02	Learning Garden statue
				<u>673.38</u>	
20190402	SOUTHCOTT,STEPHANIE	CARLTON HILLS	AMZN MKTP US*MW09Y5BM2	82.83	Supplies for Colonial Field Day
20190409	SOUTHCOTT,STEPHANIE	CARLTON HILLS	DOLLAR TREE	34.48	Supplies for the Volunteer Luncheon
20190410	SOUTHCOTT,STEPHANIE	CARLTON HILLS	VONS #1897	179.94	Food for the Volunteer Luncheon
20190411	SOUTHCOTT,STEPHANIE	CARLTON HILLS	WALMART.COM	160.13	STEM Kit supplies
20190412	SOUTHCOTT,STEPHANIE	CARLTON HILLS	WALMART.COM	1,575.37	STEM Kit supplies
20190412	SOUTHCOTT,STEPHANIE	CARLTON HILLS	WALMART.COM	43.93	STEM Kit supplies
20190414	SOUTHCOTT,STEPHANIE	CARLTON HILLS	WALMART.COM	678.38	STEM Kit supplies
20190414	SOUTHCOTT,STEPHANIE	CARLTON HILLS	VONS #1897	80.24	Volunteer Luncheon supplies
20190414	SOUTHCOTT,STEPHANIE	CARLTON HILLS	VONS #1897	46.00	Volunteer Luncheon supplies
				<u>2,981.30</u>	
20190407	STARKEY,MARK	INFORMATION TECHNOLOGY	GIH*GLOBALINDUSTRIALEQ	125.53	Dolly for iPad project
				<u>125.53</u>	
20190416	STORM,BRYCE	FACILITIES, MAINTENANCE & OPERATION	SKILLPATH / NATIONAL	450.71	Leadership training
20190422	STORM,BRYCE	FACILITIES, MAINTENANCE & OPERATION	7-ELEVEN 13661	20.00	Emergency gas for Chris Ewrin truck on Saturday SOCO was closed
				<u>470.71</u>	
				<u>22,523.98</u>	

Consent Item E.2.6.
Prepared by Karl Christensen
June 4, 2019

Adoption of Resolution No. 1819-34 to Establish
Temporary Interfund Transfers

BACKGROUND:

At certain times of the year, because of the State’s reliance on apportionment deferrals and other timing circumstances, it becomes necessary for some funds to temporarily borrow monies from other funds to pay bills. These temporary loans are known as “Due To/Due From” accounts. These account transfers must conform with Education Code Section 42603 which states “The governing board of any school district may direct that moneys held in any fund or account may be temporarily transferred to another fund or account of the district for payment of obligations.” In order to comply with adopted procedures by the San Diego County Office of Education, the Santee School District Board of Education must annually adopt a resolution to allow for Temporary Interfund Transfers of Special or Restricted Funds. This resolution approves all such transfers as needed to close the books for fiscal year 2018-19 and incorporates any transfers needed for the 2019-20 fiscal year.

RECOMMENDATION:

It is recommended that the Board of Education adopt Resolution No. 1819-34, “Resolution to Establish Temporary Interfund Transfers of Special or Restricted Fund Moneys” (Due To/Due From), as required for the 2018-19 year-end closing process and 2019-20 fiscal year.

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:

Resolution No. 1819-34 will allow temporary interfund transfers of special or restricted fund moneys (due to/due from) as required for the 2018-19 year-end closing process and 2019-20 fiscal year. The anticipated fiscal amount of the transfers is not to exceed \$5,000,000.

STUDENT ACHIEVEMENT IMPACT:

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

Motion: _____ Second: _____ Vote: _____

Agenda Item E.2.6.

SANTEE SCHOOL DISTRICT)
)
Resolution to Establish Temporary)
Interfund Transfers of Special or)
Restricted Fund Moneys (Due To/)
Due From Accounts))
)
Resolution No. 1819-34)

On Motion of Member _____, seconded by Member _____, the following resolution is hereby adopted:

WHEREAS, the Governing Board of any school district may direct that moneys held in any fund or account may be temporarily transferred to another fund or account of the district for payment of obligations as authorized by Education Code Section 42603, and

WHEREAS, the transfer shall be accounted for as temporary borrowing between funds or accounts and shall not be available for appropriation or be considered income to the borrowing fund or account, and

WHEREAS, amounts transferred shall be repaid either in the same fiscal year, or in the following fiscal year if the transfer takes place within the final one hundred twenty (120) calendar days of a fiscal year,

THEREFORE, BE IT RESOLVED that the Board of Education of the Santee School District in accordance with the provisions of the Education Code Section 42603 adopts the following authorization for fiscal year 2019-20 to temporarily transfer funds not to exceed \$5,000,000 between the following funds provided that all transfers are approved by the Superintendent or designee:

- General Fund (01)
- Child Development (12)
- Cafeteria (13)
- Deferred Maintenance (14)
- Special Reserve (17)
- Other Building Fund (21)
- Capital Facilities (25)
- State School Building (30)
- Other Enterprise Fund (63)

BACKGROUND:

Attached is a list of annual agreements presented for the Board's information and approval. These agreements are put into place and purchase orders are issued to make ongoing payments to vendors as expenses are incurred throughout the fiscal year. Administration has reviewed each annual agreement and solicited quotes where applicable. Additional quotes were not solicited for those items that are on a continuing lease or lease/purchase because those items were received on a multi-year agreement.

RECOMMENDATION:

It is recommended that the Board of Education provide approval/ratification of the attached listed annual agreements for 2019-20.

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 estimated annual cost of each annual agreement is attached and the total of all annual agreements listed is \$3,072,072.65.

STUDENT ACHIEVEMENT IMPACT:

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

Motion: _____ Second: _____ Vote: _____

Agenda Item E.2.7.

Annual and/or Continuous Agreements for 2019/20

The following list consists of annual and/or continuous agreements for the 2019/20 School Year

Updated 5/24/2019

Vendor	Description	Department	Approximate Cost
24-Hour Elevator	Elevator Maintenance Agreements for CP, CH, CO, HC & RS 2-Story; PD 3-Story Bldgs, Incl. inspections	M&O	\$ 10,208.00
24-Hour Elevator	Bi-Annual Inspection of Wheelchair Lifts at CP, SC, CH, and PA	M&O	\$ 475.00
AAF/American Air Filters	Air Filters - HVAC Supplies	M&O	\$ 4,000.00
Aardvark Pest Control	Pest Control Services	M&O	\$ 43,500.00
Achieve 3000, Inc.	3-Yr License For K-8 students (19/20 Pymt for additional licenses)	Ed Services	\$ 5,292.00
All City Pest Control	Pest Control Services	M&O	\$ 1,000.00
Amazon.com	Misc. Purchases for ASES	Proj Safe	\$ 3,000.00
Amazon.com	Misc. Purchases for Project Safe	Proj Safe	\$ 5,000.00
Amazon.com	Misc. Purchases for Yale	Yale	\$ 5,000.00
American Messaging	Main Duty Pager	M&O	\$ 175.00
Anixter/Clark Security	Hardware for Locks & Doors	M&O	\$ 22,000.00
AT&T / Calnet 2 – Access Line	Phone Service - Access Lines	Technology	\$ 20,000.00
AT&T / Calnet 2 – C60 Acct.	Phone Service - C60	Technology	\$ 55,000.00
Atkinson, Andelson, AAL	Santee School Site Legal Services	Business	\$ 10,000.00
Atkinson, Andelson, AAL	Legal Services for Business	Business	\$ 15,000.00
Atkinson, Andelson, AAL	Legal Services for Human Resources	Business	\$ 5,000.00
Atkinson, Andelson, AAL	Legal Services for Superintendent	Business	\$ 1,000.00
Atkinson, Andelson, AAL	Legal Services for Spec. Ed.	Business	\$ 25,000.00
Backflow Services	Annual Testing (Backflow Svcs)	M&O	\$ 8,500.00
BenefitFocus.com, Inc. 1,388,83/Mo. (Next FY-12 mo)	Cobra/Retiree Administration	Human Resources	\$ 17,000.00
Blackboard Inc. (Formerly Schoolwires) Begins 12/1/19	Power Pack - District-wide Software Licenses	Technology	\$ 15,606.00
California Electric Supply (CED)	Electrical Supplies/Maint. Repairs/Pts	M&O	\$ 4,000.00
California School Boards Association	CSBA Membership Dues and Education Legal Alliance Membership Dues	Board	\$ 13,758.00
California School Boards Association	GAMUT Subscription	Superintendent	\$ 2,840.00
CASH - Coalition for Adequate School Housing	CASH Membership Dues (Due April 2019)	Business	\$ 575.00
Cintas	Uniform Services for M&O	M&O	\$ 3,000.00
	Uniform Services for Transportation	M&O	\$ 600.00
	Uniform Services for Transportation	M&O	\$ 600.00
City Electric Supply (CES)	Electrical Supplies/Maint. Repairs/Pts	M&O	\$ 10,500.00
City of Santee	Crossing Guards	Business	\$ 22,487.00
City Treasurer (City of San Diego)	Defibrillator Maintenance	Human Resources	\$ 425.00
Communication Resources	Professional Svcs - Training	Superintendent	\$ 5,000.00
Companion Corporation	On-Line Subscription Services for all nine site libraries	Ed Services	\$ 11,479.00
Computer Protection Tech.	Equipment Maint. Agreement	Technology	\$ 2,770.00
Core Technology	CTC Bridge Software & Support	Technology	\$ 622.00
County Schools Svc Fund	Ed-Join	Human Resources	\$ 979.65
Cox Communications	Cox Data Network	Technology	\$ 113,400.00
Data Blocks	Magenta Suite Support Svcs	Ed Services	\$ 538.75
Dave Bang Associates	Playground Safety Supplies	M&O	\$ 58,000.00
Day Wireless	Communication Device Maintenance Contracts for All Sites \$8.00 per unit x 42 units x 12 months	Transportation	\$ 4,032.00
Decision Insite	Enrollment Project Services	Business	\$ 8,796.00
Document Tracking Services	Licenses for Annual Document Tracking Services	Ed Services	\$ 2,050.00

Drain Pros/USA Jetting	Drain Clearing Services	M&O	\$ 6,000.00
DS Services of America, Inc. (DBA: Sparkletts)	Drinking Water for Pepper Drive	Business	\$ 600.00
DS Services of America, Inc. (DBA: Sparkletts)	Drinking Water for Carlton Hills	Business	\$ 425.00
DS Services of America, Inc. (DBA: Sparkletts)	Drinking Water for M&O	Business	\$ 400.00
DS Services of America, Inc. (DBA: Sparkletts)	Drinking Water for Pride Academy	Business	\$ 400.00
DS Services of America, Inc. (DBA: Sparkletts)	Drinking Water for Chet F. Harritt	Business	\$ 250.00
DS Services of America, Inc. (DBA: Sparkletts)	Drinking Water for Carlton Oaks	Business	\$ 300.00
DS Services of America, Inc. (DBA: Sparkletts)	Drinking Water for Hill Creek	Business	\$ 350.00
DS Services of America, Inc. (DBA: Sparkletts)	Drinking Water for Rio Seco	Business	\$ 300.00
DS Services of America, Inc. (DBA: Sparkletts)	Drinking Water for Sycamore Canyon	Business	\$ 250.00
DS Services of America, Inc. (DBA: Sparkletts)	Drinking Water for Transportation	Business	\$ 225.00
DS Services of America, Inc. (DBA: Sparkletts)	Drinking Water for CNS	Business	\$ 200.00
DS Services of America, Inc. (DBA: Sparkletts)	Drinking Water for Departments located in District Office and ERC	Business	\$ 2,860.00
Dude Solutions	Work Order Software License	M&O	\$ 4,494.00
Dunn Edwards	Paint Supplies	M&O	\$ 2,000.00
Edu Business Solutions	Print Shop Pro Softward Support	Technology	\$ 3,147.30
El Cajon Print & Copy	Special Printing Needs	Publications	\$ 1,000.00
Eplus	Professional Svcs & Support Svcs	Technology	\$ 7,000.00
Eplus Tecnology Inc.	VMWare Basic Support - 1-yr Support (7/23/19 - 7/22/20)	Technology	\$ 1,294.88
Eplus	VMWare Academic Basic Support x 6 (1 yr)	Technology	\$ 5,244.00
Eplus	VMWare Academic Basic Support x 2 (1 yr)	Technology	\$ 2,732.64
ESGI	Licenses for Teachers	Ed Services	\$ 5,750.00
Ewing	Irrigation Supplies	M&O	\$ 30,000.00
Ferguson	Plumbing Supplies	M&O	\$ 5,000.00
Fire Etc.	Fire Extinguisher Services	M&O	\$ 8,000.00
Globalstar USA	Satellite Svcs for Board Member	Superintendent	\$ 1,100.00
Grainger	Maintenance Supplies	M&O	\$ 3,000.00
Greenbrier Lawn & Tree	Tree Trimming & Removal Svcs	M&O	\$ 35,000.00
GTSOft	EZ Child Tracking Software	Proj Safe/Yale	\$ 16,000.00
Harland (Scantron) Due 2-1	Scanner Maintenance Agreement - Read-Head	Ed Services	\$ 1,471.00
Helix Water District	Water Service-PD	Business	\$ 12,000.00
Home Depot Comm Acct	Maintenance Supplies	M&O	\$ 50,000.00
Johnstone Supply	HVAC Supplies	M&O	\$ 10,000.00
Kelly Paper	Paper Supplies	Publications	\$ 10,000.00
Konica Minolta Business	Maint. Agreemt for Copiers Bizhub Pro 1200	Publications	\$ 15,000.00
Konica Minolta Business	Maint. Agreemt for Copiers Bizhub Pro1050E	Publications	\$ 10,000.00
Konica Minolta Business	Maint. Agreemt for Copiers Bizhub Press 1250P	Publications	\$ 15,000.00
Konica Minolta Business	Maint. Agreemt for Copiers Bizhub C550 - Color Copier	Publications	\$ 12,000.00
Konica Minolta Business	Maintenance Agreement for Copier located in the Transportation Dept.	Transportation	\$ 400.00
Kyocera	Estimate for Annual Maint. Agmt	Carlton Oaks	\$ 2,500.00
Lakeside Equipment Sales	Equipment Rental	M&O	\$ 6,000.00
Litho Equipment Services	Equipment Repairs	Publications	\$500
Lowe's	Maintenance Supplies	M&O	\$ 20,000.00
Mason's Saw & Lawnmower	Small Equipment Repairs Split 4300 - 75%; 5600 - 25%	Transportation	\$ 10,000.00
North County Educational Purchasing Consortium (NCEPC)	Annual Dues	Purchasing	\$ 400.00
NVLS Professional Svcs	Erate Services	Technology	\$ 6,150.00
Office1 (used to be Officia)	Maintenance Agreement for VI Prog.	Special Ed	\$ 1,200.00
Pacifica Glass	Vandalism Repairs - Window Glass	M&O	\$ 5,000.00
Pacwest Air Filter, LLC	Filters for HVAC Units	M&O	\$ 5,000.00
Padre Dam MWD	Water Service (For Entire District Except Pepper Drive	Business	\$ 349,000.00
Padre Dam MWD	Water Service for CNS	Business	\$ 5,700.00

Pearson	Schoolnet Subscription Licenses	Ed Services	\$ 60,935.00
Pearson	Protocols	Special Ed	\$ 25,000.00
People Admin	Records Retention (Talent Ed) Software/Licenses	Human Resources	\$ 16,800.00
People Admin	Performance (TalentEd)	Human Resources	\$ 12,500.00
Perry Letterpress	Bindery Svcs for Publications	Publications	\$ 300.00
Pitney Bowes - Lease	Mailing Machine Rental	Warehouse	\$ 3,709.80
Pitney Bowes Reserve Acct	Annual Postage for District	Business	\$ 40,000.00
Powerschool - Due on June 27	Recurring Licenses for PowerSchool	Technology	\$ 34,738.95
Pro-Ed Inc.	Protocols	Special Ed	\$ 10,000.00
Protel Communications	Phone System Support Svcs	Technology	\$ 21,856.31
Regional Communications	Radio Service Agreement (4 radios @ \$77.07 ea for 12 mo.)	Transportation	\$ 3,699.36
Reynolds Graphics	Printing Supplies	Publications	\$ 500.00
Riverside (HMH)	Protocols	Special Ed	\$ 10,000.00
Safari Montage	Software Licenses	Ed Services	\$ 26,597.56
Safe-T-Lite	Signs & Sign Materials	M&O	\$ 4,000.00
San Diego City Schools	Fingerprinting Services	Human Resources	\$ 500.00
San Diego County School Boards Association	Membership Dues	Board	\$ 210.38
San Diego Gas & Electric	District-wide Gas and Electric Services - except HC	Business	\$ 991,000.00
San Diego Gas & Electric	Gas & Electric Services - CNS	Business	\$ 44,000.00
San Diego Gas & Electric	Gas & Electric Services - HC	Business	\$ 33,270.00
School Innovations & Advocacy	Mandate Claim Preparation	Business	\$ 10,200.00
School Services of California	Fiscal and Mandated Cost Claim Services	Business	\$ 3,900.00
		Business	\$ 300.00
SEHI Computer Products	VEEAM 1-yr Basic	Technology	\$ 2,802.00
SEHI (3-yr agreement) (Due July 2019)	3-Yr Fortigate-1000D (24x7) Forticare & Fortiguard UTM Bundle	Technology	\$ 49,576.32
SHI - Software House Int'l	Educational Software for District	Technology	\$ 35,360.50
Shine-Up Solar	Solar Panel Cleaning at Pepper Drive School (Qtrly)	M&O	\$ 7,680.96
	Solar Panel Cleaning at Hill Creek School (Qtrly)	M&O	\$ 1,008.00
SITEIMPROVE	ADA Website Compliance	Technology	\$ 9,650.00
Smart & Final	Food & Misc Purchases for Proj Safe	Proj Safe	\$ 6,000.00
Smart & Final	Food & Misc. Purchases for Yale	Yale	\$ 5,000.00
Smart & Final	Food & Misc. Purchases for ASES	ASES	\$ 5,000.00
SC Fuels	Diesel Fuel	Transportation	\$ 48,000.00
SC Fuels	Unleaded Fuel	Transportation	\$ 30,000.00
SC Fuels	Fuel for M & O	Transportation	\$ 20,000.00
SC Fuels	Fuel for Technology	Transportation	\$ 2,000.00
Softerware	Support Program for Yale	Proj Safe	\$ 206.00
Solarwinds	Maintenance Agreement	Technology	\$ 2,324.00
South Coast Copy Systems	Maintenance Agreements - All Sites	Business	\$ 16,350.00
Southland Envelope	Envelope Printing	Publications	\$ 2,000.00
Spiral Binding Co. Inc.	Coil Binding Supplies	Publications	\$ 500.00
Sprint	Cell Phone Service for District	Technology	\$ 32,000.00
Standard Electronics	Electrical Repairs	M&O	\$ 12,000.00
State of California Dept. of Industrial Relations	Passenger Elevator Permit Costs - CP, CH, CO, HC, RS, & PD	M&O	\$ 1,650.00
State of California Dept. of Industrial Relations	Wheelchair Lift Permit Costs - SC, CP, CH, PA	M&O	\$ 900.00
State of California DOJ	Fingerprinting Services	Human Resources	\$ 15,000.00
Superintendent of Schools	Professional Development	Superintendent	\$ 24,375.00
Superintendent of Schools	Library Media Services	Ed Services	\$ 2,793.74
Superintendent of Schools	Membership Dues for NCPDF	Ed Services	\$ 5,893.20
Superintendent of Schools	Business Cards	Publications	\$ 1,000.00
SYSCO Food Services of SD	Food Deliveries for Proj. Safe	Proj Safe	\$ 5,000.00
Teamtalk Network	Radio Service Agreement (49 radios x \$18.50 per radio x 12 mo.) + surcharges & recovery fees = 2%	Transportation	\$ 11,125.00

Thomas Industrial Water	Water Conditioning Services \$35/mo and Quarterly Water Change Out Svcs \$105/qtr	Transportation	\$ 960.00
Trane US Inc.	HVAC Supplies	M&O	\$ 4,000.00
Truly Nolan of America, Inc.	Ant/Pest Control Services: SC/PD/CO	M&O	\$ 5,000.00
Typing Agent	Unlimited Access to Typing Agent for 5000 Users	Ed Services	\$ 5,750.00
Valley Industrial Specialties	Plumbing Supplies	M&O	\$ 4,000.00
Vavrinek, Trine, Day & Co LLP	Audit Services	Business	\$ 25,000.00
Waste Management	District-wide Refuse Removal: District - \$49,000; CNS - \$4,000	Business	\$ 53,000.00
West Interactive Services Corp; (School Messenger)	Parent Link Information	Technology	\$ 18,298.35
Zonar Systems	Service & Lease Payments	Transportation	\$ 18,000.00

Total	\$ 3,072,072.65
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BACKGROUND:

Board Policy (BP) and Administrative Regulation (AR) 3270 govern the sale or disposal of surplus books, equipment, and supplies in accordance with applicable Education Code provisions. AR 3270 provides the following options for sale or disposal of surplus items:

Category	Value/Condition	Option	Requirements
Obsolete Instructional Materials	<ul style="list-style-type: none"> Usable for educational purposes Any value 	<ul style="list-style-type: none"> Donate to any governing board, county free library or other state institution; any United States public agency or institution; any nonprofit charitable organization; or children or adults in California or foreign countries for the purpose of increasing literacy Sell to any organization that agrees to use the materials for educational purposes 	<ul style="list-style-type: none"> Receiving entity shall certify to the Board that it agrees to use the materials for educational purposes and make no charge to any persons to whom the materials are given or lent Notify public of intent at least 60 days prior to disposition
	<ul style="list-style-type: none"> Unusable for educational purposes or cannot be disposed of as above Any value 	<ul style="list-style-type: none"> Mutilate so as not to be salable and sold for scrap Destroy beyond any economical means 	<ul style="list-style-type: none"> For destruction, provide at least 30 day prior notice to those requesting notice
All Other Personal Property	<ul style="list-style-type: none"> Value insufficient to defray costs of arranging a sale 	<ul style="list-style-type: none"> Donate to charitable organization deemed appropriate by the Board Dispose of at local dump 	<ul style="list-style-type: none"> Requires unanimous vote by Board
	<ul style="list-style-type: none"> \$2,500 or less (one or more items) 	<ul style="list-style-type: none"> Sell without advertising 	<ul style="list-style-type: none"> Requires unanimous vote by Board
	<ul style="list-style-type: none"> More than \$2,500 (one or more items) 	<ul style="list-style-type: none"> Advertise for Bids or Conduct Public Auction 	<ul style="list-style-type: none"> Post notices in 3 public places and advertise once a week for 2 weeks in general circulation newspaper

Category	Value/Condition	Option	Requirements
			<ul style="list-style-type: none"> Accept highest bid or reject all bids If no qualified bid received, may be sold to any individual or entity
		<ul style="list-style-type: none"> Without advertising for bids, sell to agencies of federal, state or local government, to any other school district, or to any agency eligible under the federal surplus property law 	<ul style="list-style-type: none"> Sale price shall equal cost of property plus estimated cost of purchasing, storing, and handling
		<ul style="list-style-type: none"> Without advertising for bids, sell or lease the property to agencies of federal, state or local government or to any other school district 	<ul style="list-style-type: none"> Price and terms of sale or lease fixed by the Board and approved by County Superintendent of Schools

The District has the option of using the services of a vendor that uses an on-line bidding methodology to satisfy the advertising for bids and public auction requirements. If used, the vendor retains a portion of the sale proceeds for their fee.

The items to declare surplus are described below:

Qty	UOM	Description	Site	Storage Location	Condition	Estimated Value/Price
7	Ea	Relocatable Classrooms	Chet F. Harritt	Chet F. Harritt	Poor	\$0

The recommended terms for sale or disposal of the aforementioned personal property is as follows:

Type	Method	Option? (X)
Obsolete Instructional Materials	Donate to any governing board, county free library or other state institution; any United States public agency or institution; any nonprofit charitable organization; or children or adults in California or foreign countries for the purpose of increasing literacy	
	Sell to any organization that agrees to use the materials for educational purposes	
	Mutilate so as not to be salable and sold for scrap	
	Destroy beyond any economical means	

Type	Method	Option? (X)
Other Personal Property	Value insufficient to defray costs of arranging a sale: Donate to charitable organization deemed appropriate by the Board	X
	Value insufficient to defray costs of arranging a sale: Discard/Scrap	X
	Value \$2,500 or less: Sell without advertising	
	Advertise for Bids (including on-line services)	
	Conduct Public Auction (including on-line services)	
	Without advertising for bids, sell to agencies of federal, state or local government, to any other school district, or to any agency eligible under the federal surplus property law with sale price to equal cost of property plus estimated cost of purchasing, storing, and handling	X
	Without advertising for bids, sell or lease the property to agencies of federal, state or local government or to any other school district with price and terms of sale or lease fixed by the Board and approved by County Superintendent of Schools	

RECOMMENDATION:

It is recommend that the Board of Education declare the described items as surplus with an estimated value of \$0 and authorize the sale for \$1.00, or disposal of them in accordance with the recommended terms.

Staff will try to sell to other schools, governments, non-profits for \$1. The cost to relocate, permit and add foundations and utilities is \$150,000 - \$200,000 per portable classroom. Cost to demolish and dispose of is approximately \$25,000 per unit. By declaring surplus early, it gives staff time to locate possible entities that could use and refurbish the portable buildings so that they can be removed in time for the planned CIP projects.

This recommendation supports the following District goal(s):

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:

No income expected.

STUDENT ACHIEVEMENT IMPACT:

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

Motion: _____ Second: _____ Vote: _____

Agenda Item E.2.8.

Consent Item E.2.9.
Prepared by Karl Christensen
June 4, 2019

Approval of Agreement with the City of Santee
for Transportation Services

BACKGROUND:

Santee School District has worked with the City of Santee to provide transportation services for the Santee Teen Center. The Santee Teen Center is a valuable place to engage teenage children in a positive environment. The District and the City are mutually interested in and concerned with the provision of adequate transportation services from schools to the Santee Teen Center. At its November 21, 2006 meeting, the Board of Education approved a Transportation Services Agreement and began providing transportation services in February 2007. Renewal requests have been approved each fiscal year since that time. Administration has received a renewal request for the transportation services agreement from the City of Santee for the 2019-20 year. The Agreement may be extended by mutual consent for up to three (3) additional 12-month periods, subject to 5% annual increases for extension beyond the 2019-20.

Due to the increase in transportation costs over the past year, the Santee Teen Center will pay the District \$14.05 per student, per week (an increase of approximately 5% from the previous amount of \$13.39. They will also pay for field trips outlined in Attachment D of the Agreement.

RECOMMENDATION:

It is recommended that the Board of Education approve the transportation agreement with the City of Santee to increase fees for District-provided transportation services to the Santee Teen Center.

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 is estimated at \$90,000 in revenue. Actual revenue generated by the District will be determined by the number of students participating and the number of trips scheduled.

STUDENT ACHIEVEMENT IMPACT:

This is a safety item. Safe environments foster student character and personal well-being which could impact student achievement in a positive manner.

Motion: _____ Second: _____ Vote: _____

Agenda Item E.2.9.

**TRANSPORTATION SERVICES BETWEEN THE
SANTEE SCHOOL DISTRICT AND THE CITY OF SANTEE**

AGREEMENT

THIS AGREEMENT is entered into between the Santee School District of Santee, California, hereinafter called "District" and the City of Santee, California, hereinafter called "City."

WITNESSETH

WHEREAS, the District and the City are mutually interested in and concerned with the provision of adequate transportation services from schools to the Santee Teen Center, and

WHEREAS, the District and the City are mutually interested in providing transportation services for Santee recreation programs, and

WHEREAS, the District has personnel, equipment, and other required facilities under its jurisdiction suitable for transportation services within their resources,

NOW THEREFORE, it is hereby mutually agreed as follows:

A. INSURANCE AND INDEMNITY:

1. Insurance Required. The District shall take out and maintain, during the performance of all terms of this Agreement, the following types and amounts of insurance. The term "insurance" shall be understood and agreed to include any self-insurance provided to the District as a member of the San Diego County Schools Risk Management Joint Powers Authority as an authorized self-insurer.

- a. Commercial General Liability insurance with limits no less than \$2,000,000 per occurrence / \$4,000,000 aggregate, for bodily injury (including death), personal injury, sexual misconduct, and property damage;
- b. Commercial Automobile Liability insurance (any auto) with limits of \$1,000,000 per accident for bodily injury and property damage;
- c. Employer's Liability insurance with limits of \$1,000,000 per accident for injury or disease; and
- d. Workers' Compensation insurance as required by the State of California.

2. Evidence of Insurance. The District shall file with the City evidence of insurance certifying coverage as required above. Such evidence shall include original copies of acceptable additional insured endorsements, and a Certificate of Insurance (most recent version of Acord Form 25 or equivalent). All evidence of insurance shall be signed by a properly authorized officer, agent or qualified representative of the self-insured and/or insurer and shall certify the District as a named insured, and the type and amount of the insurance, the location and operations to which the insurance applies, and the expiration date of such insurance.

3. Policy Provisions.

- a. The District will name the City and all of its officers, employees, volunteers, and agents as additional insured on all automobile liability policies required to meet the limits stated in section A.1. above, for the term of the agreement. As an additional insured, the City shall be expressly endorsed onto the policy as a cancellation notice recipient such that the City shall receive a copy of any cancellation notice in the event a policy is cancelled.
- b. Automobile Liability insurance policies shall contain a provision stating that the District's policies are primary insurance and that the insurance of the City or any named additional insureds shall not be called upon to contribute to any loss

4. Indemnity. The District shall indemnify, defend (with counsel acceptable to the City), and hold harmless the City, its officers, employees, volunteers, and agents against any and all claims, damages, liability, loss or injury to persons and property, cost or expenses, including attorney fees, resulting from the willful acts or sole negligence of the District or its officers, employees, or agents. This hold harmless agreement shall apply to all liability regardless of whether any insurance policies are applicable. The policy limits do not act as a limitation upon the amount of indemnification to be provided by the District.

5. District Liability. The District's liability for Transportation services shall begin upon entry to District vehicles and end upon exit from District vehicles.

B. DISPUTE RESOLUTION:

Any disputes concerning terms and conditions of this Agreement or performance thereunder shall be settled by mutual desire of both parties, through amicable negotiations within ninety (90) days. In the event that amicable negotiation does not produce mutually agreeable results, the parties agree to submit the dispute to nonbinding arbitration. The arbitrator will be selected by mutual agreement within thirty (30) days of written request for arbitration by either party. If there is no agreement, an arbitrator will be selected under the rules of the American Arbitration Association, upon written request of either party.

C. TERMS AND CONDITIONS REGARDING TRANSPORTATION SERVICES FOR THE CITY OF SANTEE:

1. The District shall provide transportation to the City as provided on Attachments A and B, in accordance with applicable State Laws and Regulation.
 - a. City shall provide District with reasonable prior notice of any change in the City's needs for transportation services under this Agreement, including any change in scheduling or pick-up locations. Notice shall be provided to:

Charles Myers, Director
Transportation Department.
Santee School District
9625 Cuyamaca Street
Santee, CA 92071
(619) 258-2337
Charles.myers@santeesd.net

District shall make reasonable efforts to accommodate changes in the City's needs once it receives notice pursuant to this Subsection. Cancellation of transportation services may be effected according to Subsection D of this Agreement.

- b. The District shall provide transportation to locations within County boundaries and locations mutually agreed to by the District and City.
2. The District shall submit to the City, a bill for the transportation service on a monthly basis.

Community Services Department
Attn: Anne Morrison
City of Santee
10601 Magnolia Avenue
Santee, CA 92071

3. The City shall pay the District on a monthly basis as follows:

Teen Center:

\$14.05 per student per week, subject to 5% annual increases for extension beyond the 2019-20 fiscal year. The City shall provide the District with a weekly roster of students eligible to utilize the transportation program. The deadline for the City to submit weekly roster to the District will be agreed upon by both parties. The District shall provide the City with an invoice based on the roster submitted by the City.

Recreation Programs:

City shall pay the District on a per trip basis for field trips. Each trip will be at a mutually agreed upon cost not to exceed the published field trip price per Attachment D. The City shall submit payment to the District within thirty (30) business days after receipt of the invoice.

4. District shall provide the same level of service and shall abide by all rules and regulations applicable to the District's normal operation of District school buses in the operation of the transportation services provided to the City under the terms of this Agreement.

D. GENERAL PROVISIONS:

This Agreement may be modified by the parties at any time by written agreement, executed by an authorized agent of each party. It is understood that all fees for service included in this agreement may be adjusted annually for inflation by written agreement of the parties.

The employees and other agents of the District are not the employees of the City. The term of this agreement shall be from July 1, 2019 through June 30, 2020; however, either party may terminate the same at any time upon thirty (30) days' notice in writing.

This Contract may be extended by mutual consent of the parties for up to three (3) additional 12-month periods. Prior to executing an extension, District shall notify City of any changes to pricing to be effective for extension periods.

City of Santee

Santee School District

Marlene Best Date
City Manager

Karl Christensen Date
Assistant Superintendent
Business Services

Approved As To Form

Approved by the Board of Education

City Attorney

On the _____ day of _____ 2019.
Santee School District
9625 Cuyamaca Street
Santee, CA 92071-2674

**ATTACHMENT A
TEEN CENTER**

1. The District shall provide transportation to the City of Santee Teen Center, located at, 8115 Arlette Street, Santee, from the following school sites.

Cajon Park
Chet F Harritt
Prospect Avenue

Carlton Hills
Hill Creek
Rio Seco

Carlton Oaks
Pepper Drive

2. Scheduled pick-up times will be set by mutual agreement of the Parties in August 2019. City will be notified of any time changes twenty-four (24) hours prior to the change. The District will provide notice to:

Anne Morrison, Recreation Program Supervisor
Community Services Department
City of Santee
10601 Magnolia Avenue
Santee, CA 92071
(619) 258-4100 ext. 258
amorrison@cityofsanteeca.gov

3. The City shall be responsible for providing to the District a weekly roster of students participating in the program.

Students participating in this program are subject to the Bus Rules and Regulations (Attachment C) while riding the bus.

**ATTACHMENT B
RECREATION PROGRAMS**

- A. The District shall provide to the City transportation for recreation program field trips from various City facilities to various locations within the County of San Diego as mutually agreed.

- B. Scheduled pick-up times will be set by mutual agreement of the Parties. City of Santee will be notified of any time changes twenty-four (24) hours prior to the change. The District will provide notice to:

James Northum, Recreation Coordinator
Community Services Department
City of Santee
10601 Magnolia Avenue
Santee, CA 92071
(619) 258-4100 ext. 120
jnorthum@cityofsanteeca.gov

ATTACHMENT C

SANTEE SCHOOL DISTRICT BUS RULES AND REGULATIONS

To make our transportation system as safe as possible, it is mandatory for all students to comply with the following rules and regulations that were established by the Santee School District Board according to State regulations. The parent or guardian will be held responsible for the cost of repair or replacement of any damaged to district property, plus any reward offered for information leading to the identification of the student or person that caused the damage. Please discuss the following basic rules concerning school bus behavior with your child so that they may cooperate in providing a safe ride for all:

1. Only normal conversation is allowed in the bus. Rude, discourteous and annoying conduct is prohibited at all times.
2. Nothing is to be put out of the windows at any time. Objects are not to be thrown in to, out of or at the bus.
3. Students are to **remain seated** while the bus is in motion. The aisles are to remain clear and everyone is to face forward while sitting in the seats. If the bus seats are equipped with passenger restraint system (seat belts), they must be worn.
4. Preparation for boarding and departing from the bus will take place **after** the bus has come to a complete stop **and the door is opened**.
5. Emergency doors are to be used only for intended purposes. Students must keep their hands off emergency equipment as this is to be used in case of an accident or emergency.
6. Physical contact such as slapping, hitting, poking, shoving, pulling hair, etc. in the bus or while at the bus stop is unacceptable.
7. **NO** Glass articles, of any kind are not allowed on the bus.
8. Animals, reptiles or insects of any kind are prohibited.
9. All students who must cross the street on which the bus is stopped, must cross in front of the bus with the bus driver.
10. Eating, drinking, and chewing gum is not permitted on the bus.
11. All students will refrain from using profane language, vulgar gestures, taunting and teasing, etc.
12. Damage to or defacing to the bus is prohibited.
13. Students must not tamper with bus controls at any time.
14. Spitting is prohibited at all times.
15. Students are to ride the bus to/from their designated bus stop only.
16. Students are to give accurate identification when requested by the driver.
17. Tobacco, lighters, and/or matches are not allowed on the bus.
18. Cell phones must be turned off and put away while on board the bus. If it is **SEEN, USED OR HEARD** it will be confiscated.
19. Any behavior that endangers the life or limb of riders or the driver, or that creates an unsafe condition will not be tolerated.
20. The bus driver is in charge of the bus and all students will show proper respect to the driver of the bus. The bus driver may designate where students must sit on the bus.

**ATTACHMENT D
FIELD TRIPS
(FISCAL YEAR 2019-20)**

Date	Pickup time	Pickup location	Destination	Return pickup time	Dropoff	Notes	Fee
Tues, July 9, 2019 Wed, July 17 Wed, July 24 Wed, July 31 Wed, Aug 7 Wed, Aug 14	1:15 pm	Town Center Community Park East (next to stage)	Big Rock Park	N/A	N/A		\$75 \$75 \$75 \$75 \$75 \$75
Tues, June 18	9:00 am	Big Rock Park	La Jolla Shores & Downtown La Jolla	2:00 pm	Big Rock Park		\$450
Tues, June 25	9:30 am	Big Rock Park	Boomers- El Cajon	2:00 pm	Big Rock Park		\$250
Wed, July 10	9:00 am	Big Rock Park	Coronado Tidelands Park	2:00 pm	Big Rock Park		\$450
Tues, July 16	9:00 am	Big Rock Park	Aquatica	3:30 pm	Big Rock Park	Late Return	\$525
Tues, July 23	9:00 am	Big Rock Park	Mission Beach	2:00 pm	Big Rock Park		\$450
Tues, July 30	9:30 am	Big Rock Park	Padre Game	3:30 pm	Big Rock Park	Late Return	\$475
Tues, Aug 6	9:30 am	Big Rock Park	Bowling & Boardwalk	2:15 pm	Big Rock Park		\$250
Wed, June 17, 2020 Wed, June 24	1:15 pm	Town Center Community Park East (next to stage)	Big Rock Park	N/A	N/A		\$75 \$75
TBD (4 senior outings)	9:00 am	City Hall	Various Locations (Balboa Park typical)	2:00 pm	City Hall	Times dependent on bus availability	\$450 (ea)

Consent Item E.2.10.
 Prepared by Karl Christensen
 June 4, 2019

Approval of Agreement with Howard E. Nyhart
 Company, Inc. for GASB 75 Actuarial Services

BACKGROUND:

In June 2004, the Government Accounting Standards Board (GASB) issued its final accrual accounting standards for retiree benefits, GASB 43 and GASB 45. GASB 45 required school districts to conduct an actuarial valuation of Other Post-Employment Benefits (OPEB) every two years and to report the value of the liability on its financial statements. Santee was required to report this liability beginning July 1, 2009.

In 2017, GASB issued Statement No. 75 which makes significant changes to the requirements for reporting OPEB and became effective for financial reports issued after June 15, 2017.

Nyhart conducted the actuarial study for OPEB measured at June 30, 2017 in accordance with new GASB 75 requirements. In the year subsequent to a full valuation, the District is required to have a rollover valuation conducted to update liability amounts, as necessary. For 2019-20, another full valuation will be necessary.

RECOMMENDATION:

It is recommended that the Board of Education approve the agreement with Howard E. Nyhart Company, Inc. to conduct a rollover valuation for 2018-19, a full valuation for 2019-20, and a rollover valuation for 2020-21 for OPEB liabilities.

This recommendation supports the following District goal(s):

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:

2018-19 = \$2,050
 2019-20 = \$6,950
 2020-21 = \$2,050

Paid from the General Fund.

STUDENT ACHIEVEMENT IMPACT:

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

Motion: _____ Second: _____ Vote: _____

Agenda Item E.2.10.

**THE HOWARD E. NYHART COMPANY, INC. ("NYHART")
SERVICE AGREEMENT ("AGREEMENT")**

Agreement Between Nyhart, and:

Client Name:	Santee School District
Primary Contact Name:	Ms. Evonn Avila
Primary Contact Address:	9625 Cuyamaca Street
	Santee, CA 92071
Primary Contact Phone:	(619) 258-2320
Primary Contact Email:	evonn.avila@santeesd.net

Services to be provided by Nyhart

All services to be provided by Nyhart are subject to your full cooperation and prompt submission of complete and accurate information. Nyhart will rely on any and all information that you provide pursuant to this agreement and on file at our office as to accuracy and completeness. Nyhart will have no responsibility to verify such information and no liability for errors or omissions as a result of relying on such information. Nyhart is not a law firm or a public accounting firm and does not provide legal or tax advice.

Nyhart will provide the following actuarial services:

- Roll-forward Valuation and GASB 75 Report for FYE 6/30/2019.
- Updated June 30, 2019 OPEB actuarial valuation and report for compliance with GASB 75 for FYE 6/30/2020 including:
 - Kick off conference call
 - Data collection and analysis for full actuarial valuation
 - Conference call to review valuation report
- Roll-forward Valuation and GASB 75 Report for FYE 6/30/2021.

Fees for services provided by Nyhart

The fees listed below are subject to annual adjustments.

<u>Service</u>	<u>Fee</u>
Roll-forward Valuation and GASB 75 Report for FYE 6/30/2019*	\$2,050
Updated June 30, 2019 OPEB Actuarial Valuation and GASB 75 Report for Compliance for FYE 6/30/2020**	\$6,950
Roll-forward Valuation and GASB 75 Report for FYE 6/30/2021***	\$2,050

*Net OPEB Liability will reflect liability timing adjustment and discount rate based on a Measurement Date of 6/30/2018.

** Will incorporate updated census, premiums and, if applicable, assets as of the Valuation Date (6/30/2019).

***Net OPEB Liability will reflect liability timing adjustment and discount rate based on a Measurement Date of 6/30/2020.

Client will be invoiced at the end of each month for work in progress.

Please select the method of delivery of your invoice:

- I would like my invoice sent electronically to the primary contact's email address.
- I would like my invoice sent via regular mail to the attention of the primary contact at the address shown on the first page.

For an alternative invoice recipient, please provide their information below. If this section is left blank, we will send the invoice to the primary contact's email address on file or address shown above.

Invoice recipient name

Invoice recipient email address

Invoice recipient address

There will be additional fees for revisions to preliminary or final results that are due to:

- Incorrect information provided to us, typical examples include to material changes to census data, changes to eligibility requirements or employer subsidies. The additional fee will be limited to 1/3 of the current year's fee for this type of revision.
- Changes to actuarial assumptions requested by the client that are expected to need more than four hours of labor to update the results. The additional fee will be based on billed labor in excess of four hours at our current hourly rates.

Additional services available if requested by Client

In addition to OPEB actuarial services, Nyhart offers the following additional services. Fee estimates will be provided upon request. Please visit www.nyhart.com or contact your Nyhart consultant for more information.

- Defined Benefit & Pension consulting and administration
- Defined Contribution, 401(k) & 403(b)
- CalPERS Pension Related (e.g. GASB 68 Support, Section 115 Supplemental Funding Trusts)
- Health Care Reform financial impact consulting
- Calculation of self-funded and COBRA premium rates
- Incurred But Not Reported (IBNR) Reserve calculations
- Medicare Part D Attestation
- Flex Accounts – FSA, HRA, & HSA consulting and administration
- What-if Modeling for health plan design and carrier changes
- Actuarial Value and Minimum Value determination
- Section 105(h) non-discrimination testing

Relationship of the Parties

The legal relationship between Client and Nyhart shall be exclusively that of principal and agent. The parties hereto specifically agree and acknowledge that Nyhart shall not:

- Have discretionary authority over any aspect of the Plan;
- Be a fiduciary;
- Be responsible for ensuring that the Plan complies with any requirement to which the Plan is subject, or be liable to the Plan, Client, or any person if the Plan fails to comply with any such requirement;
- Have any duty or authority to enforce the payment of any contribution owed under the Plan;
- Be responsible for the adequacy of the trust established as part of the Plan, or be liable for any benefits owed under the Plan;

- Exercise discretion as to any Plan function; or
- Have any obligation to perform any service not specified in this Agreement or otherwise agreed to in writing by the parties (regardless of whether such service may be considered "customary" services to be provided by Nyhart).

Client agrees that Nyhart shall use all information and data supplied by or on behalf of the Client without having independently verified the accuracy or completeness of it except to the extent required by generally accepted professional standards and practices. If any documentation or information supplied to Nyhart at any time is incomplete, inaccurate or not up-to-date, or its provision is unreasonably delayed, Nyhart will not be responsible for any delays or liability arising therefrom, and will be entitled to charge the Client in respect of any resulting additional work actually carried out.

The Client further understands that the failure to provide, or cause to provide, complete, accurate, up-to-date, and timely documentation and information to Nyhart, whether intentional or by error, could result in an impairment of Nyhart's services.

Client Responsibilities and Representations

The Client has general responsibilities with respect to the Plan, including

- Providing all information required by Nyhart to perform its services under this Agreement on a timely basis;
- Serving as fiduciary for the Plan;
- Communicating Plan details to employees and answering employee questions;
- Ensuring adequate funding of the Plan; and
- Authorizing plan disbursements and ensuring accuracy of information provided.

Dispute Resolution

Nyhart and Client agree that before commencing any action or proceeding with respect to any dispute between the parties arising out of or relating to this Agreement or the Services they first shall attempt to settle such dispute through consultation and negotiation in good faith and in a spirit of mutual cooperation. Any such dispute will be submitted in writing to a panel of one (1) senior executive or official of each of Nyhart and Client, who will promptly meet and confer in an effort to resolve such dispute. Each party's representative will be identified by notice to the other, and may be changed at any time thereafter by notice to the other. Any mutually agreed decisions of the executives will be final and binding on the parties. In the event the executives are unable to resolve any dispute within thirty (30) days after submission to them, either party may then refer such dispute to mediation by a mutually acceptable mediator to be chosen by Nyhart and Client within forty-five (45) days after written notice by either party demanding mediation. Neither party may unreasonably withhold consent to the selection of a mediator. All communications and discussions in furtherance of this paragraph shall be treated as confidential settlement negotiations, which are not subject to discovery. The costs of the mediator shall be shared equally, but each party shall pay its own attorneys' fees.

Any dispute which cannot be resolved between the parties through negotiation, mediation or other form of alternative dispute resolution within six months of the date of the initial demand for mediation by one of the parties may then be submitted to a court of competent jurisdiction. To facilitate an expeditious and economical judicial resolution of such dispute, Nyhart and Client agree to waive and not to demand a trial by jury, and not to include any employee, officer, director or trustee of either as a party, in any action, proceeding or counterclaim relating to such dispute. Nothing in this section will prevent either party from resorting to judicial proceedings if interim relief from a court is necessary to prevent serious and irreparable injury to that party or to others. Any claim, action or proceeding against Nyhart will be barred unless Client initiates the dispute resolution procedures outlined below within one year of first discovering the act, error or omission that is the basis for such claim.

Indemnification and Limitation of Liability

The liability of Nyhart, in tort, contract or otherwise, to Client, a Plan and the officers, directors, trustees, employees or shareholders of any of them, and to any other third party, for all claims arising in connection with or contribution to by this Agreement and the Services (including without limitation multiple claims arising out of or based upon the same act, error or mission, or series of continuous, interrelated or repeated acts, errors or omissions) shall not include loss of profit or incidental, consequential, indirect, punitive or similar damages and shall be further limited to the amount of fees for Services received by Nyhart under this Agreement for the twelve (12) months immediately preceding the act, error or omission upon which such liability is based. Nothing in this paragraph shall apply to any liability which has been finally determined to have arisen from willful misconduct or fraud on the part of Nyhart or which cannot lawfully be limited, modified or excluded.

Client shall indemnify Nyhart from and against any and all claim, loss, liability or damage (including attorney's fees) which Nyhart may incur by reason of its good faith service delivery to Client.

Nyhart shall indemnify the Client from and against any and all claim, loss, liability or damage (including attorney's fees) which the Client may incur: (i) arising out of any material breach by Nyhart of any of its material obligations, representations or warranties contained in this Agreement; or (ii) arising out of Nyhart's negligence, gross negligence or willful, fraudulent, or criminal misconduct associated with its performance of services under this Agreement. The parties further recognize that clerical errors and variations may occur. When discovered, they will be corrected or adjusted by Nyhart, in accordance with its normal procedures, to the extent reasonable and possible.

Acceptance

The items and conditions of this Agreement are agreed to and accepted by Client on behalf of the Plan. This Agreement is effective only when signed by all parties.

Santee School District

By: _____

Printed Name: _____

Date: _____

Nyhart

By: _____

Printed Name: _____

Date: _____

Consent Item E.3.1.

Adoption of the Local Control Accountability Plan (LCAP) Federal Addendum for 2019-20

Prepared by Dr. Stephanie Pierce
June 4, 2019

BACKGROUND:

The Local Control Accountability Plan (LCAP) Federal Addendum is meant to supplement the LCAP and the Consolidated Application to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of Every Student Succeeds Act (ESSA). The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding (Title I, II, & III). LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements the LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources.

Within the LCAP Federal Addendum, Santee School District describes strategies for using and aligning federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LCAP.

Santee School District responded to the following applicable provisions required by the LCAP Federal Addendum:

ESSA Provisions Not Addressed in the LCAP.

- Title I, Part A
 - Educator Equity
 - Parent and Family Engagement
 - Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children
 - Homeless Children and Youth Services
- Title II, Part A
 - Professional Growth and Improvement
 - Prioritizing Funding
 - Data and Ongoing Consultation to Support Continuous Improvement
- Title III, Part A
 - Title III Professional Development
 - Enhanced Instructional Opportunities
 - Title III Programs and Activities
 - English Proficiency and Academic Achievement

Upon Board approval, the LCAP Federal Addendum will be posted on the Santee School District website per CDE requirement on the Superintendent's LCAP page: www.santeesd.net.

RECOMMENDATION:

Administration recommends the Board of Education adopt the Local Control Accountability Plan Federal Addendum for 2019-20.

This recommendation supports the following District goals:

- Assure the highest level of educational achievement for all students.
- Financially support the vision, mission, and goals of the District by maximizing resources, controlling expenses, and managing assets to ensure fiscal solvency and flexibility
- Implement a staff development plan as the cornerstone of employee performance and growth
- Provide social, emotional, and health service programs, integrated with community resources, to foster student character and personal well-being

FISCAL IMPACT:

Approximately \$502,679 in Title I Part A, approximately \$111,151 in Title II Part A, and approximately \$61,164 and \$12,560 in Title III English Learner Proficient Program and Immigrant Student Education Program respectively for 2019-20.

STUDENT ACHIEVEMENT IMPACT:

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

Motion: _____ Second: _____ Vote: _____

Agenda Item E.3.1.

**Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template**

LEA Name

Santee School District

CDS Code:

37683610000000

Link to the LCAP:

(optional)

www.santeesd.net/LCAP

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The District Local Control Accountability Plan (LCAP) contains three goals. LCAP goal 1 is to improve student learning and demonstrate annual growth in California State Standards in all academic content areas. LCAP goal 2 is to improve and/or increase services to support the social, emotional, and physical well-being of students and their families. LCAP goal 3 is to improve and/or increase parent participation in their child(ren)'s learning process, including district and school committees.

Overall, the District had no areas in Red as represented on the California Dashboard. The District has identified the following areas as needing improvement.

Significant Need for Improvement: Chronic Absenteeism

- All students fell into the orange performance level
- African American, Students with Disabilities, English Learners, Filipino, Homeless, Socioeconomically Disadvantaged, and Two or more races student groups fell into the orange performance level

In order to decrease Chronic absenteeism, site administrators are monitoring attendance on a weekly basis and identifying students prior to meeting the criteria for chronic absenteeism. One strategy is to hold a School Attendance Review Team (SART) meeting with the student and family to set up support systems to improve attendance. We provide intervention support academically, emotionally, and socially as part of our Multi-tiered Support System (MTSS) to address reasons for poor attendance (LCAP Goal 2, Action 3). Title II and state funds will be used to continue professional learning for best practices in improving our MTSS.

Significant Need for Improvement: Suspension Rate

- The African American, and Homeless student groups fell within the red performance level
- Students with Disabilities, Asian and Hispanic student groups fell within the orange performance level

In order to decrease the suspension rate, we have added additional counselors within the district to design intervention and support services for these specific student groups (LCAP Goal 2, Action 2). Our District is also piloting Social Emotional Learning (SEL) curriculum during the 2019-2020 school year. Schools will receive professional learning on Positive Behavioral Intervention Supports (PBIS), Restorative Practices, and Trauma Informed Care (LCAP Goal 1, Action 2). The district uses a combination of Title II and state funds to support improving our learner-centered environment.

Significant Need for Improvement: English Language Arts

- English Learners, Homeless, and African American student groups fell within the orange performance level

All school sites will receive training around Guided Reading and implementing evidence-based strategies to move students toward meeting grade level expectations. The district supports professional learning in ELA using Title II and state funds. Schools with multiple funds such as Title I and state supplemental funds have the opportunity to also provide intervention supplemental resources, professional development, and employ intervention staff to support students using a Multi-tiered support system.

Significant Need for Improvement: Mathematics

- English Learners, African American, Homeless, Students with Disabilities, and Hispanic student groups fell within the orange performance level

The district will engage a second cohort of teachers in professional learning around Cognitive Guided Instruction (CGI) over the summer of 2019, which is a proven instructional process highlighted in the state frameworks. The district will use Title II and state funds to support professional learning in mathematics. Schools with multiple funds such as Title I and state supplemental funds have the opportunity to also provide intervention supplemental resources, professional development, and employ intervention staff to support students using a Multi-tiered support system.

Stakeholder process: The District provides an Executive Summary that reviews multiple data points, a review of this data is done as part of a Needs Assessment with all stakeholder groups to ensure all Federal funds are allocated to meet the needs of students. Data is provided in a user-friendly format to report trends using 3 prior years or baseline data for new measures. These measures are evaluated based on yearly improvement targets. Within the Executive Summary, we provide the action service steps to meet the LCAP goals. The LCAP goals and action service steps include state and federal funds. Stakeholders use the current action service steps, data analysis, and guided questions based on this information to provide input. This information is available in multiple forms, and there is an opportunity for stakeholders to provide input through a link on the District's website, through email or during one of our stakeholder meetings throughout the comprehensive stakeholder process.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Based on Stakeholder meetings, we categorized the input by themes. The following themes emerged: additional support for English Learners, increase in Professional Development, address social-emotional learning, and improve students feeling safe, and increase student connectedness. These themes are incorporated into LCAP actions and services. Student safety, student connectedness, and social emotional learning is addressed through our Local Control Accountability Plan (LCAP) actions and services specifically with state, Title I, and Title II funds.

The following themes emerged as "High Value" for stakeholders and are funded with Title I, Title II, Title III and supplemental and targeted state funds:

- a. English Language Learner Support and English Language Arts improvement for all students:
 - o LCAP Goal 1, Actions 6 and 7 (supplemental)
 - o LCAP Goal 1, Actions 8 through 12 (targeted)
- b. Professional Development: LCAP Goal 1, Action 2 (supplemental)
- c. Social Emotional Learning Curriculum: LCAP Goal 1, Action 11 (targeted)

In addition, the district identified other areas of need based on a review of the California Dashboard and overall student learning growth and progress.

To support English Learners, we will fund two additional Bilingual Assistants to provide push in support for English Learners (LCAP Goal 1, Action 9). In addition, we will train our Bilingual Assistants, as well as our Language Arts Specialists (LAS) in Imagine Learning English (ILE), which is a program that will be purchased for all Newcomers to the English Language Development (LCAP Goal 1, Action 11). All Language Arts Specialists, Curriculum Resource Teachers, and two teachers from each school site will also be trained in Project GLAD to learn research-based strategies for supporting English Learners in the Classroom (LCAP Goal 1, Action 2). All of these English Learner supports are funded with Title III and state supplemental funds.

Several school sites will fund Instructional Resource Teachers (IRTs) and instructional assistants to provide direct services to learners below grade level to close the achievement gap in both English Language Arts and Mathematics. Schools will use Title I and state funds to support additional intervention staff based on goals within the School Plan for Student Achievement (SPSA) in alignment with the district (LCAP Goal 1, Action 12).

We will continue to fund ongoing professional development and to offer a personalized menu of professional learning to meet the needs of teachers and administrators. In addition to school site and district level professional development, teachers will have the opportunity to select an area of interest or need based on their personal improvement goal and complete a Personalized Learning Plan (PLP). Teachers can begin this work in the summer of 2019 and have the 2019-2020 school year to complete the required hours. Teachers will receive a stipend for completion of an approved PLP (LCAP Goal 1, Action 2). Additionally, we provide a comprehensive professional development plan for all staff and these professional learning opportunities are funded using Title I and Title II and state supplemental funds. Further school sites will plan professional learning using their Title I allocation and state funds to address school goals in their SPSA.

Supplemental instructional materials will be purchased to meet the needs of students achieving below grade level through the use of various programs (LCAP Goal 1, Action 11). Individual schools will determine the supplemental program based

on their Title I allocation as identified in the SPSA goals and actions. The following programs are purchased using Title I, Title III, and state supplemental funds:

- o Imagine Learning English will be used for all Newcomers to help them navigate the challenges of learning English and move toward proficiency
- o Fountas and Pinnell Leveled Literacy Intervention program will be used to address the needs of any child reading below grade level
- o Lexia program will be used at some school sites to address gaps in reading foundational skills
- o Rosetta Stone program will be purchased for all English Learners and parents of English Learners
- o Various iPad apps will be purchased for students to meet their individual learning needs as determined by the school site.

Parent engagement and strengthening the home-school connection will also be a priority for the district and is funded with Title I, Title III, and state supplemental funds. (LCAP Goal 3, Action 1) Workshops around the following content will be held at the site and district level:

- o Family Literacy, Science, and Mathematics Nights
- o Resiliency training
- o Digital Literacy and digital citizenship

Site level parent engagement activities and workshops are identified based on the school's needs assessment and goals and actions in the SPSA (LCAP Goal 3, Action 1).

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (as applicable)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (as applicable)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (as applicable)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Annually, Santee School District conducts a local equity gap analysis using the California Department's (CDE) Equity Data Analysis Tools. The gap analysis includes determining if minority and/or socioeconomically disadvantaged students are disproportionately taught by ineffective, inexperienced, or out-of-field teachers. Based on our current equity gap analysis, the District has determined that disparities do not exist among our schools.

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d). Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We provide information to parents of children served by the schools to better understand topics such as the challenging California standards, state and local academic assessments, and how to monitor a child's academic progress with educators to improve a child's performance (e.g. literacy, mathematics and science nights). We fund parent and family engagement activities and workshops with site Title I funds and state funds. All identified Title I schools hold their annual Title I parent meeting as well as several other parent workshops to support the understanding of our challenging state standards and assessments. Sites develop a family engagement policy with input from parents and teachers, which is distributed to all families, Title I schools post this on their website, and also include it in their School Plan for Student Achievement (SPSA). All school sites have an active Parent Teacher Association (PTA) English Learner Advisory Council (ELAC), and School Site Council (SSC). At a District level we have an active District Advisory Council (DAC), Special Education Advisory Committee (SEAC) and District English Learner Advisory Council (DELAC). Meetings are held on a regular basis with each of these groups, and their input is used to make informed decisions regarding budget, academic, and social-emotional needs to support student achievement (LCAP Goal 3, Action 1).

We provide materials and training to help parents work with their children to improve their achievement, such as literacy training, mathematical practices, and using technology. Schools send out annual surveys to determine the types of parent and family engagement workshops to provide. One such program is the Everyone a Reader program. Parents coordinate and provide literacy support to children as partners during the school day. Schools review state and local data with their parent stakeholder groups, and share the academic focus for the school year with parents. This is touched on and reviewed throughout the school year. Each school does an end of the year evaluation based on various data collected to make adjustment in the following year's SPSA.

Our state preschool program partners with the San Diego County Office of Education (SDCOE) and our Director of Community Collaboratives to hold trainings for our parents, as well as other district personnel. We survey our state

preschool parents annually to determine areas they would like to learn more about, and we address these needs in our annual preschool report.

Stakeholder process: The District provides an Executive Summary that reviews multiple data points, a review of this data is done as part of a Needs Assessment with all Stakeholder groups to ensure all Federal money is allocated to meet the needs of students. Data is provided in a user-friendly format to report trends within data from 3 prior years or to establish baseline data. Within the Executive Summary, we provide the action service steps to meet the LCAP goals. The LCAP goals and action service steps include state and federal funds. Stakeholders use the current action service steps, data analysis, and guided questions based on this information to provide input. This information is available in multiple forms, and there is an opportunity for stakeholders to provide input through a link on the District's website, through email or during one of our stakeholder meetings throughout the comprehensive stakeholder process. This stakeholder process informs our strategic planning for all district resources including state and federal allocations. The District conducts meetings with bargaining units, administrators, teachers, classified staff, District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), School Site Councils (SSC), English Learner Advisory Committees (ELAC), Parent Teacher Association (PTA), parents/community members, and students during which participants are asked to provide answers to guided questions. These responses are entered in a database and categorized by themes to determine priorities for improving student learning outcomes.

We attend a Countywide Foster Care Stakeholder meeting to obtain input on needs of Foster Youth. We have also developed a process to track the progress of homeless and foster youth students throughout the school year. All stakeholders are provided qualitative and quantitative data on student achievement, teacher credentialing, facilities condition, instructional materials availability, test scores, student attendance rate, suspension and expulsion rates, parent participation and decision-making on committees, parent volunteer hours, school connectedness surveys, and the California Dashboard (metrics addressing all of the eight state priority areas). This information is consolidated into our Executive Summary and used at all the above Stakeholder meetings. We categorize stakeholder input into themes and analyze for the LCAP and the LCAP Federal Addendum.

Strategy

We coordinate and integrate parent involvement programs/activities using other Federal, State, and local programs, including public preschool programs; and conduct other activities, such as our military families grant to support children of deployed family members. Our Director of Community Collaboratives works with community agencies to provide partnership opportunities and resources for parents, to support their child(ren)'s progress in academics, social and emotional development including topics around mental health. Parents are provided with community resources to address specific needs (i.e. basic needs, referrals to community-based organizations, etc.). We fund these activities with the 1% Title I reservation and state funds for district wide family and parent engagement events (LCAP Goal 2, Action 2) and (LCAP Goal 3, Action 1).

We work with school and district staff on ways to communicate with parents through technology, as well as through meetings and informational trainings. Some Title 1 school sites employ a site Community Liaison specifically to increase family engagement (LCAP Goal 1, Action 8). The Community Liaisons sole responsibility is to engage families into the learning environment as partners in their child's education. Our Director of Community Collaboratives provides professional learning to teachers, school leaders, and classified staff on best practices on engaging families into our schools to ensure they feel valued as partners in their child's education. We provide workshops such as resiliency training, conflict resolution, academic institutes, and college and career readiness. Positive Parenting Partnership (Triple P) is an example of one of the programs we have in place to build a partnership with our families. We used evidence based models for these workshops and have engaged in independent evaluations of our work through various grant programs. We have funded some of these workshops after the grant funding ended with state and federal funds given positive outcomes. We ensure information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and language parents can understand. We communicate through various methods including newsletters, email, school messenger, social media, and district and site level meetings and events. We offer both district and site level events to partner with parents in their child's education (LCAP Goal 2, Action 2) and (LCAP Goal 3, Action 1).

All sites hold parent teacher conferences. These conferences involve beginning of the year goal setting, review of data based on these goals, and reviewing other student outcomes academically, socially, and emotionally. Additionally, schools communicate with parents on an as needed basis throughout the year. All parents are encouraged to volunteer at their child's school site as there are multiple opportunities before, during, and after the school day. This next year we are providing a district APP to improve communication and engagement with families (LCAP Goal 3, Action1). This addition to our communication plan for families was identified by stakeholder input sessions. The parent/family app will allow our parents to receive communication through one mode instead of several different portals. They will be able to access student progress on assignments, assessments, progress reports, and other academic achievement along with school messages and any other communication in a one stop application. To encourage greater parent/guardian participation,

we work to resolve identified barriers to participation by adjusting meeting schedules, providing translators and childcare, and making resources available online (LCAP Goal 3, Action1). Translation services are funded with Title I, Title III, and state supplemental funds.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Santee School District has four schools that operate as Title I School-wide Programs (SWP). The District allocates the majority of Title I Part A funds to each school site based on the number of socioeconomically disadvantaged students. Schools plan the use of their Title I funds by following an annual cycle of conducting a comprehensive needs assessment, developing the School Plan for Student Achievement (SPSA) for the benefit of all students, and conducting an end of year Title I program evaluation to determine if goals set for the Title I activities have been met. At this time, we do not have any Title I schools identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI).

Findings from comprehensive needs assessments indicate that additional English Language Arts and mathematics supports are necessary to improve student achievement for students that are achieving below grade level expectations. Planned expenditures for additional supports will be developed in the 2019-2020 SPSAs. Each school designs action steps to meet the educational goals with the appropriate expenditures budgeted based on Title allocations. The following supplemental activities will be used in developing components for each SWP site including:

- Staff will increase their knowledge of strategies to support and enhance the implementation of the California State Standards by engaging in continuous professional development opportunities.
- Staff will engage in purposeful analysis of student work to determine next steps to improve the overall instructional program using a cycle of inquiry based on student data
- Staffing of part time Intervention Resource Teachers to support students below grade level
- Staffing of part time instructional Assistants to provide intervention support for students below grade level
- Purchase of supplemental intervention materials and software applications to enhance the overall instructional program and increase student progress
- Providing Family Engagement Activities
- Providing Family Engagement Activity child care

Title I funds set aside for District activities will include support for homeless students, district-wide professional development, and for indirect costs. Administrative costs, including indirect costs, will not exceed the maximum allowable amount of 15%.

Homeless Children and Youth Services ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

We have an outreach counselor (0.4 FTE) as our McKinney-Vento Liaison to provide resources to parents of homeless youth and to ensure they have transportation and access to educational programs for which their children are eligible (e.g. Title 1, EL, GATE, School Nutrition). Students also have priority access to grant funded after school programs (e.g. ASES) and in our State Preschool program, Early Admission Kindergarten program and Transitional Kindergarten

program. The outreach counselor also meets with parents or guardians to share other resources available through community agencies. Any services available for all students are always made available to homeless students.

We provide or work with families to support transportation when students are staying out of the area. Placement decisions for homeless students shall be based on the student's best interest. In determining a student's best interest, a homeless student shall, to the extent feasible, be placed in his/her school of origin, unless his/her parent/guardian requests otherwise.

We train staff around the requirements of ESSA pursuant to McKinney-Vento regulations. Staff is also trained on the roles and responsibilities of our McKinney-Vento liaison.

Our homeless liaison meets with staff members at each school site to identify concerns; monitor academic, social, and emotional progress; and better support the individual needs of each homeless child and their family. A system for tracking the progress and needs of each individual foster child and homeless children is part of our Multi-Tiered System of Supports (MTSS).

If a dispute arises over school selection or enrollment in a particular school, the student shall be immediately admitted to the school in which enrollment is sought pending resolution of the dispute. The parent/guardian shall be provided with a written explanation of the placement decision, including an explanation of the parent/guardian's right to appeal the decision. He/she shall also be referred to the district liaison. The written explanation shall be complete, as brief as possible, simply stated and provided in language that the parent/guardian or student can understand. The explanation may include contact information for the district liaison, a description of the district's decision, notice of the right to enroll in the school of choice pending resolution of the dispute, notice that enrollment includes full participation in all school activities, and notice of the right to appeal the decision to the county office of education and, if the dispute remains unresolved, to the California Department of Education. The district liaison shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute. The liaison shall provide the parent/guardian a copy of the district's decision, dispute form, and a copy of the outcome of the dispute. If a parent/guardian disagrees with the liaison's enrollment decision, he/she may appeal the decision to the Superintendent. The Superintendent shall decide within five working days. If the parent/guardian wishes to appeal the district's placement decision, the district liaison shall forward all written documentation and related paperwork to the homeless liaison at the county office of education.

The District maintains an inventory of all equipment purchased with Title I reservation funds of \$500 or more specifically for homeless students. This equipment is inventoried annually.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Santee School District is a PreK - 8th grade program. Eight schools serve PreK - 8th grade on the school campus. We have one school that serves PreK - 6th grade. Preschool to kindergarten transition meetings will also be held for students on IEPs. In January, the Director of Special Education will hold a parent meeting to review the transition to kindergarten with parents. Some students with disabilities in our preschool program will transition to general education classes and some remain in classrooms that provide a high level of support academically, emotionally, and socially. In February/March the preschool teachers and Speech Language Pathologists (SLP) visit all Special Day Classes (SDC) classes and general education classes relevant to the students in our Special Education Preschool program. SDC teachers, general education teachers, and SLP teachers come and observe preschool classes to make recommendations on appropriate placement along with a review of student assessments. In March, teacher to teacher meetings will be held as part of the transition process. In April/ May transition IEP meetings are held, and the incoming

elementary school staff will be invited to attend these meetings to learn about the students transitioning to their classroom in the following school year.

We provide Transitional Kindergarten and Early Admission to Kindergarten (EAK) as well as a State Preschool program to support early childhood education. These programs are funded exclusively with state funds and designed to prepare students to enter Kindergarten. The teachers provide a full assessment profile on the TK and EAK students to the Kindergarten teachers, which allows the Kindergarten teacher to have a student portfolio of the students participating in our TK, EAK and State Preschool programs.

Middle School to High School:

The Santee School District is a PreK - 8th grade program. Eight schools serve PreK - 8th grade on the school campus. We have one school that serves PreK - 6th grade and the students matriculate to a PreK - 8th grade school site. We provide a transition meeting for the student and parents to engage with the new school campus by holding social events and meetings for the 6th graders promoting to 7th grade. Our 8th grade students promote to Grossmont High School District for 9th - 12th grade. All of our student attend two High Schools within the city boundaries. We work with both High Schools to matriculate our 8th grade. Eighth grade teachers provide assessment information and placement recommendations to the High School district for all of our students. We begin meeting with the High School staff in October/November to begin the articulation process. The school site administrators and district administrators attend annual articulation meetings with the two high schools that the majority of our students attend. The Directors of Curriculum and Assessment will also attend the East County Educators Network meetings at the Grossmont High School District Office. These meetings will incorporate upcoming curricular and assessment shifts and how the elementary/middle school can help prepare students to be ready for high school. In February/March the high schools collaborate with each school site to provide student and parent orientation meetings to begin the registration process and class course scheduling options for the 9th grade year. Each school provides the cumulative records to the High Schools in June of each year for the promoting students. We are able to monitor middle school dropout through this process by monitoring the cumulative records. The High School contacts us if students do not show for registration and classes. We can check to see if the family has moved or chosen a school outside of our boundaries for High School. Our families that move contact us to send the cumulative records to the High School outside of the district. All of these records are monitored through our local student information management system.

Meetings will be held for all students on an IEP transitioning to high school. Our Specialized Academic Instructors, Site Administrators, and District Administrators along with the High School personnel hold an IEP meeting to design an individual transition plan for each child with an IEP. Parents and students have the option to visit the high school of residence and is strongly recommended they visit.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district does not currently use Title Funds for these programs. All funds for our GATE program and Digital Library services are all state funded programs.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our professional development plan is comprehensive and differentiated to meet the needs of teachers, support staff, and administrators. After each professional development session, we provide surveys and an opportunity for feedback on effectiveness and other needs. We analyze student achievement data to determine areas of need, which includes local and state assessments. We use data from the California Dashboard and other local data measures to determine areas for improvement as part of our continuous cycle of improvement process. During the 2019-2020 school year we will be engaging in professional development using an Impact Teams model in partnership with Dr. Paul Bloomberg, and The Core Collaborative. We also use surveys at the end of each professional development session to assist us in the continuous improvement cycle.

Principals and other school leaders: In August principals and other school leaders will select a teacher team to engage in using a formative assessment process to impact student achievement. Principals and teachers will participate in reviewing research around best practices and a deeper dive into state standards and then three coaching days throughout the 2019-2020 school year. The goal is to gradually release the responsibility from the facilitator of Impact Teams to the site principal so they can lead this work and create a stronger sense of collective teacher efficacy within their schools. Principals and Vice Principals will attend professional learning sessions as described below along with their teaching staff to have a deeper understanding of the instructional practices/implications for learning and understand how best to support teachers at their respective sites. This expectation of attending learning with teacher teams is built into the administrator evaluation process (LCAP Goal 1, Action 2).

Teachers: In August, each school site will attend a foundational day to learn the research and work behind Impact Teams, and how we can use this model to impact student achievement. School teams will learn protocols for teaming, as well as protocols for analyzing student work. Teams will learn how to use the formative process to identify proficiency and determine next steps for students based on where they fall on a continuum toward grade level proficiency. Teachers will have the opportunity to analyze and discuss student work and use this to guide their instruction and ensure standards alignment. Each grade level team will receive four coaching sessions with a consultant from the Core Collaborative. The goal is to develop teacher leaders who can facilitate Impact Teams through the cycle of inquiry for continuous improvement with the goal of increasing student achievement. This work will build capacity for teacher leadership, and a stronger sense of collective efficacy (LCAP Goal 1, Action 2).

In addition to school site and district level professional development, teachers have the opportunity to select an area of interest or need and complete a Personalized Learning Plan (PLP). Teachers design their own personal learning plan each year. Teachers will receive a stipend upon completion of an approved PLP and the required professional learning hours. We fund this program with both Title I professional development reserve and Title II.

Curriculum Resource Teachers (CRTs) will provide a New Teacher Induction which will focus on creating classroom culture, planning for the first two weeks, and a dive into California state standards and California frameworks. New teacher trainings are provided throughout the school year in both English Language Arts and Mathematics. We will offer new teachers training around technology integration and digital literacy. We also provide site-based mentors to support new teachers throughout the year. Developing high quality instructional practices will continue to be a key part of our learning culture.

Teachers will be trained in Cognitively Guided Instruction (CGI) to support the conceptual development of mathematics. Teachers will observe demonstration lessons and receive ongoing training throughout the 2019-2020 school year. During the 2019-2020 school year we will have a cohort of K-5 and 6-8 grade teachers participating in multiple grants and federal funds to support the implementation of the NGSS standards. The majority of this work will be done with state funds and some Title II.

Additional School and District Leaders: Administrators will attend conferences to learn best practices for technology integration, improving student learning outcomes, and best practices in leadership. We also offer district and site administrators opportunities to engage in learning around their own personalized growth goals. New administrators receive coaching to support around instructional leadership practices and building a culture of learning. In addition, site administrators will receive individual coaching by Executive Coaches through SDCOE.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title II funds are not allocated to individual school sites. Refer to the above ESSA 2102 (b)(2)(B) section for comprehensive professional development plan.

Carlton Oaks School was identified this school year as Additional Targeted Support and Improvement (ATSI) for the Special Education student group. The school staff will participate in the following professional learning to improve outcomes for students with disabilities and is funded through Title II and state funds. The school stakeholders provided input into the professional learning needed to improve student outcomes for the following areas.

Suspension: Based on an analysis of this data in order to address this staff received training on Positive Behavior Interventions and Supports (PBIS), Restorative Circles, and Crisis Prevention Institute (CPI). Each of these trainings supported finding alternate approaches to student discipline, and helping students focus on making positive choices in the future. The staff will continue to participate in professional learning sessions with a focus on implementation of these practices through lesson study cycles and on-going professional learning workshops.

Chronic Absenteeism: Attendance incentives have been put in place for all classrooms, and attendance is monitored by both the attendance clerk, and the vice principal. Communication with families via phone, email, and in person are held to discuss barriers to getting students to school each day. If attendance continues to be an issue Student Attendance Review Team (SART) and Student Attendance Review Board (SARB) meetings are held with families. All meetings are solutions oriented, and focused on changing poor attendance patterns.

Mathematics: Diagnostic and Intervention curriculum will be purchased for special education teachers during the 2019-2020 school year. The teaching staff will receive professional development for implementation of the selected intervention mathematics curriculum. The Specialized Academic Instructors will receive ongoing training on Cognitively Guided Instruction (CGI) strategies and instructional practices to support student achievement growth. We use a continuous improvement cycle by reviewing frequent formal and informal data to determine adjustments regarding both instructional and curricular decision making. Administration provides release for teachers to engage in this data analysis and lesson planning using Title II funds.

English Language Arts: Read 180 and System 44 curriculum is being used with all SDC teachers, and we have seen progress this year for students with disabilities at Carlton Oaks School. The Specialized Academic Instructors will attend Guided Reading training during the 2019-2020, and 2020-2021 school year to improve reading outcomes for students using the science of literacy development.

As part of the LCAP process teachers, principals, other school staff, parents, community, and district personnel provide input on how Title II Part A funds are used. This is done at an annual stakeholder input meeting and at school sites. All stakeholder groups also have the opportunity to provide input during District Advisory Council (DAC) and District English Learner Advisory Council (DELAC) meetings throughout the school year. Further, we survey classified and certificated staff for input into our comprehensive professional learning plan each year.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Each year, the District collects, monitors, and analyzes various data elements linked to the eight State Priority Areas in order to identify needs and measure progress towards achieving the Local Control Accountability Plan (LCAP) goals. This data will be used to develop an LCAP Needs Assessment. The data elements will be monitored and reported for multiple years in order to detect trends, and the identified needs will help to inform the decision-making process for modifying the LCAP annually, if warranted. In the LCAP Executive Summary Needs Assessment section, the District reports student achievement using multiple measures at the State and local level. This data allows stakeholders to have a more in-depth understanding of student needs. Based on this extensive data review and stakeholder feedback, we identify action/service steps as part of our strategic planning process in order to meet our district LCAP goals. The action/service steps are designed to improve and increase services for students, which includes allocations the district receives for Title I Part A, Title II Part A, and Title III Part A, along with state funds, to provide comprehensive resources. Each year we determine the effectiveness of the action service step in meeting the goal and either eliminate the action step or make a modification. At times it may take several years to determine the effectiveness of an action step in meeting the intended goal due to implementation and complexity of the work. The LCAP is written each year after extensive analysis of the effectiveness of the action service steps for improving or increasing services for students as part of a three-year cycle.

Santee School District engages in consultation activities with the Santee Teachers Association and the Classified School Employees Association. In March we will conduct an LCAP annual review with community stakeholders. In May, the District will inform the public of the opportunity to provide input on the draft LCAP plan. After conducting a public hearing in a June Board meeting, the final version of the LCAP will be presented to the Board for approval.

Santee School District monitors and reports to stakeholders the following data points that are included in the annual LCAP Executive Summary:

- Comprehensive analysis of the California Schools Dashboard
- Credentialed Teacher Rate
- Highly Qualified Teacher Rate
- Credentialed Teacher Teaching Outside of Subject Area Rate
- Teacher Mis-assignment Rate
- Number of Curriculum Resource Teachers
- Teacher of English Learners Mis-assignment Rate
- Student Lacking Own Copy of Textbook Rate
- District ELA Performance Task - District Benchmark Assessment
- District Reading Assessment: Santee School District Identified
- Smarter Balanced Assessment Consortium (SBAC) Interim Assessment: English Language Arts
- Smarter Balanced Assessment Consortium (SBAC) Interim Assessment: Mathematics
- Principal Observation Form: Grade Level Common Core State Standards (CCSS) Alignment
- English Learners enrolled in Programs and Services for Integrated and Designated English Language Development
- Student Electives
- California Assessment of Student performance and Progress (CAASPP): English Language Arts Overall Met or Exceeded Standard
- California Assessment of Student performance and Progress (CAASPP): Math Overall Met or Exceeded Standard
- California Assessment of Student performance and Progress (CAASPP): Science
- California Assessment of Student Performance and Progress (CAASPP): Alternative Assessment (Special Ed) English Language Arts Level 2 or Level 3
- California Assessment of Student Performance and Progress (CAASPP): Alternative Assessment (Special Ed) Mathematics Level 2 or Level 3
- English Learner Progress Indicator - California School Dashboard. Percent of students meeting criteria for improvement
- English Learner Reclassification Rate
- Physical Fitness Test Results (meets at least five (5) of six (6) Healthy Fitness Zone Standards)
- Number of Volunteer Hours
- Number of Parent Committee Members
- Attendance Rate
- Chronic Absenteeism Rate
- School Attendance Review Team (SART) Contract Rate: District Identified per 1,000 students
- School Attendance Review Board (SARB) Referral Rate: District Identified per 1,000 students

- Expulsion Rate
- Suspension Rate
- 4th – 8th Graders Feeling Safe at School (local survey data)
- California Healthy Kids Survey School Connectedness

All of these data elements are reported in the district Executive Summary along with the action service steps for each LCAP goal to assist stakeholders in the input process and determine effectiveness of the action service steps in improving or increasing services for students.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The English Learner Program will provide research-based on-going professional development opportunities to all teachers, administrators and support staff working with English learners. Staff development opportunities will occur frequently throughout the school year that will include specific instructional design and strategies to support English Learners across content areas.

A continuous "Needs Assessment" cycle informs our Educational Services department for developing a targeted professional development plan focusing on areas of greatest need. Data used in the analysis include evaluating trends in English learner performance in all areas of the California Schools Dashboard, CAASPP ELA and math overall and claim results, English Language Proficiency Assessment for California (ELPAC) summative assessment results, and local common assessments. In addition, the District tracks specific students that have been identified as a Long-Term English Learner (LTEL) or at risk of becoming an LTEL. The District uses this tracking method to further identify grade levels and specific school sites to increase quality professional development opportunities to address the specific needs of LTELs and ELs.

We provide these professional learning opportunities for English language and literacy development based on standards and the review of assessments. We also provide parent education and parent outreach to support their child(ren)'s learning. These learning opportunities for teachers, administrators, support staff, and parents will be provided through on-site trainings, district in-services, education conferences, parent workshops, and site staff meetings. We integrate English Language Development (ELD) standard and instructional practice in every professional learning opportunity.

To ensure equity of access to high quality instruction across the District, each school site will have a Language Arts Specialist or an Instructional Resource Teacher who has been highly trained in leading a comprehensive approach to English Language Development across all curricular areas. These teachers will participate in Guided Acquisition Language Design (GLAD) training in 2019-2020. These teachers will model the strategies for teachers at their respective school site and implementing the strategies during designated and integrated ELD.

Alignment and Coherence: Annually, Santee School District develops a comprehensive professional development plan based on findings of needs assessment activities at the school and district level and LCAP stakeholder input. The professional development plan will provide extensive, ongoing training for administrators, teachers, and paraprofessionals to ensure that current research and the most effective instructional strategies for accelerating the achievement of English Learners are used. The content of the staff development will include the following basic components:

- ELA/ELD Framework Review and Implementation
- Leading a Comprehensive Approach to ELA/ELD
- Designing and implementing differentiated, standards-based instruction
- Balanced Literacy
- Strategic reading strategies
- Utilizing, designing and implementing formal and information assessments
- Expanding access of English Language Arts, Math and Science through the "use of technology"

During the 2019-2020 school year our second cohort of teachers will receive Guided Language Acquisition Design (GLAD) training beginning with a two-day Research and Theory training in June of 2019 and continue during the 2019-2020 school year. This workshop follows the Joyce and Showers model. Participants were introduced to the theoretical and research base of the model and engaged in dialogue around current pedagogy and learned strategies that promote academic discourse and literacy success for all students. Project GLAD strategies are aligned to California standards and to the California ELD Standards. The classroom demonstration lessons will take place in September. Teachers will observe demonstration lessons modeling the GLAD strategies during the morning. Afternoons will be used for collaboration and processing, and to allow teachers "hands-on" planning. Student and teacher unit materials will be included. This cohort of teachers will work with each school site to build capacity around research-based practices to support English Learners during both the integrated and designated portions of English Language Development instruction.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district has a limited amount of immigrant students and we provide all the supports to immigrant children as stated in the previous section. After additional analysis of our current program and through stakeholder input, we found the need for additional support for our Newcomers. We will be purchasing and implementing Imagine Learning English (ILE) for all Newcomers; and will monitor their progress toward English Proficiency using this program, as well as classroom and district assessments. We monitor each individual English Learner/immigrant child using a specific learning plan that has multiple measures each year to determine progress on ELD standards. Each year we set individual growth goals for every English Learner and make programmatic adjustments based on each student.

Parents of immigrant students are provided an opportunity to acquire a Rosetta Stone, online Learning English program, that is funded by Title III immigrant funds. Parents will have the opportunity to attend workshops throughout the year to learn how to maximize learning the English language through Rosetta Stone.

Stakeholder process: The District will provide an Executive Summary for the LCAP that reviews multiple data points. A review of this data will be done as part of a Needs Assessment with all Stakeholder groups to ensure all Federal money is allocated to meet the needs of students. Data will be assembled into a user-friendly format to report trends within data from 3 prior years or to establish baseline data. This information will be available, and there will be the opportunity for stakeholders to provide input through a link on the District's website, through email or during one of our stakeholder meetings throughout the comprehensive stakeholder input process. This stakeholder input process informs our strategic planning for all district resources including state and federal allocations. The District will conduct meetings with bargaining units, administrators, teachers, classified staff, District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), School Site Councils (SSC), English Learner Advisory Committees (ELAC), parents/community members, and students during which participants will be asked to provide answers to guided questions. These responses will be assembled in a database and categorized by themes to determine priorities for improving student learning outcomes.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Project GLAD Training will be provided for a cohort of teachers using a Trainer of Trainers model. This group will help to build capacity around high yield, research based English Language Development strategies, and how we can support our English Learners with literacy rich environments through the use of these strategies. Accountable talk, an instructional strategy, will continue to be a focus for all of our school sites, and through Project GLAD trainings and other ongoing site and district professional development we will work with all sites on how to increase academic discourse through the use of sentence frames and artifacts. This professional learning was identified as part of our annual stakeholder process as stated in the above section. We evaluate the effectiveness of instructional strategies through an individual learning plan for each English Learner that represents multiple local and state assessment measures. We monitor each child's progress and growth toward English proficiency and adjust as needed.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Transparency of the Needs Assessment process is a major component for holding school sites accountable for meeting English acquisition progress and for meeting achieve goals for English learners. Annually, all sites review prior year's data to inform administrators, teachers, staff, school site councils and advisory committees of the growth in English learner progress. At the District level, the analysis is integrated in the LCAP stakeholder input process. Actions and goals that are created as a result of the Needs Assessment activities are confirmed by Educational Services Department that they are supplemental in nature and fully qualify to be funded by federal funds.

Multiple sources of student achievement data are triangulated in determining achievement and growth for English learners. The California School's Dashboard English Learner Performance Index (ELPI), English Language Arts, Mathematics, Suspension Rate, Chronic Absenteeism indicators for the English Learner student group will be a primary source of aggregate results. Analysis of the California Assessment of Student Performance and Progress (CAASPP) will be conducted to evaluate trends in overall and claim level results. At the local level, district assessments are administered to all students on a trimester basis in reading, writing, and mathematics. In addition, English learners using online programs to improve English language fluency, have student progress and achievement reports generated on demand as a supplemental data point for a more comprehensive tracking of student progress.

The District recognizes that our English Learner student group fluctuates annually. While the District does not have control of the number of incoming English Learners, we have full control on providing all English Learners with the highest quality education and a thorough tracking method for monitoring their progress to English proficiency and access to core standards and curriculum. First, the District used a data warehouse program that places all assessment data in one place and is accessible by administrators, teachers, and staff. Second, all English Learners received a "Catch-Up" plan at the beginning of each year that teachers use to assist in student goal setting and tracking progress each trimester. Third, annually the district identifies students that fit the definition of Long-Term English Learners (LTELs) and at-risk of becoming an LTEL to elevate the urgency of administrators, teachers, and staff to identify and address barriers on why individuals have not progress as expected.

Goals and expectations for success will be monitored on a continuous basis. First, the District and school goals for the English Learner student group is to grow toward and achieve /maintain a green or blue status on all indicators of the CA Schools Dashboard. Second, the District and schools aim for progress on fully closing the performance gap on CAASPP assessments. Third, the District will aim to lower the number of LTELs and students at-risk of becoming and LTEL.

Consent Item E.3.2.

Approval of the 2019-20 Consolidated Application and Reporting System (CARS) Application for Funding

Prepared by Dr. Stephanie Pierce
June 18, 2019

BACKGROUND:

The District is required to annually submit various forms and information through the Consolidated Application process. In the spring, we submit an Application for Funding to the State for Title I, Title II- Teacher Quality, and Title III- Limited English Proficient (LEP) through the Consolidated Application Reporting System (CARS).

In 2012-13 the State introduced another structure for submitting the consolidated application through an online system known as CARS to streamline the process. There are two data collection periods; spring and winter. Each data collection period contains numerous reports that have to be completed in order to remain compliant with the program requirements. The CARS spring 2019 Data Collection period contains the Application for Funding which requires Board approval. A copy of the 2019-20 Consolidated Application will be available at the meeting for review.

RECOMMENDATION:

Administration recommends approval of the Consolidated Application and Reporting System (CARS) Application for Funding for the 2019-20 school year.

This recommendation supports the following District goal:

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

FISCAL IMPACT:

The exact amount of funding for the programs related to the 2019-20 school year consolidated application is not yet available. For 2018-19, the District was awarded approximately \$737,551 for categorical programs contained in the consolidated application.

STUDENT ACHIEVEMENT:

The programs funded through the Consolidated Application address specific student and/or staff needs and are directly tied to student achievement and program improvement.

Motion: _____ Second: _____ Vote: _____

Agenda Item E.3.2.

Consent Item E.3.3.

Approval of Nonpublic School Master Contract with Aseltine School for Nonpublic School Services

Prepared by Dr. Stephanie Pierce
June 4, 2019

BACKGROUND:

At times, students with disabilities require enrollment in an alternative educational setting (i.e., nonpublic school) due to their specific needs and to demonstrate educational progress. One student with disabilities requires enrollment at Aseltine for the 2019-20 school year to include six days of Extended School Year (ESY) in the 2018-19 school year to address the student’s unique needs.

RECOMMENDATION:

Administration recommends the Board of Education approve the Nonpublic School Master Contract with Aseltine School for one student for the period of June 21, 2019 through June 30, 2019 and July 1, 2019 through June 30, 2020. The contract will be available at the Board Meeting for review.

This recommendation supports the following District goal:

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

FISCAL IMPACT:

The terms of the Master Contract are as follows:

School/Agency	Number of Students	Duration of Service	Cost per Day	Total Cost
Aseltine School	1 student	6 days of ESY instruction 2018-2019	\$218.02	\$1,308.12
		210 days including ESY 2019-2020	\$218.02	\$45,784.20

STUDENT ACHIEVEMENT:

Some students require alternative settings to demonstrate educational progress.

Motion: _____ Second: _____ Vote: _____

Agenda Item E.3.3.

Consent Item E.3.4. Approval of Memorandum of Understanding with San Diego
County Office of Education for Data Sharing Services
Prepared by Dr. Stephanie Pierce
June 4, 2019

BACKGROUND:

The Core Data Collaborative provides educators a clearer picture of school progress and currently hosts data that encompasses more than 1.8 million students and four county offices of education in California. CORE has partnered with Stanford University, Stuart Foundation, Bechtel Foundation, Hewlett Foundation and the Gates Foundation. The CORE system includes all of our State measures to analyze growth, Social Emotional learning and Climate surveys as well as high school readiness measures. The model looks at student change and growth over time and allows districts to dialogue across the state with other districts demonstrating promising practices.

Administration is seeking approval to enter into a Memorandum of Understanding (MOU) with San Diego County Office of Education (SDCOE) to share our student data such as state and local dashboard data for a deeper analysis and to empower our schools to focus on School Quality Improvement systems. This Core Data Collaborative dashboard will provide us these statistically significant predictors to set targets for schools in their School Plans for Student Achievement (SPSA).

RECOMMENDATION:

Administration recommends the Board of Education approve the MOU with SDCOE for Data Sharing Services for the term of July 2019 through June 30, 2022.

This program supports the following District goals:

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

FISCAL IMPACT:

There is no fiscal impact for this MOU. All costs will be covered by SDCOE

STUDENT ACHIEVEMENT:

This MOU includes all of our State measures to analyze growth, Social Emotional learning and Climate surveys as well as high school readiness measures. The model looks at student change and growth over time and will allow us the opportunity to study best practices.

Motion: _____ Second: _____ Vote: _____

Agenda Item E.3.4.

**SAN DIEGO COUNTY SUPERINTENDENT OF SCHOOLS
6401 Linda Vista Road
San Diego, California 92111**

MEMORANDUM OF UNDERSTANDING FOR DATA SHARING SERVICES

This Memorandum of Understanding (“MOU”) is entered into this 1st day of July 2019 through June 30th, 2022 by and between the **SAN DIEGO COUNTY SUPERINTENDENT OF SCHOOLS (“SDCOE”)** and the **Santee School District (“LEA,”** together with SDCOE, the “Parties”).

WHEREAS, SDCOE and LEA enter into this MOU to facilitate the mutual sharing of data and establish responsibilities between the Parties; and

WHEREAS, the Parties wish to protect the privacy of pupil records, and to comply with any applicable privacy statutes, including the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 C.F.R. Part 99, as amended; “FERPA”); California Education Code § 49073.1; the Student Online Personal Information Protection Act (California Business and Professions Code § 22584; “SOPIPA”); California Civil Code § 1798.29; and California Government Code § 6250 et seq.; and

WHEREAS, the purpose of this MOU is to set forth the rights and responsibilities of SDCOE and LEA with respect to data collected or retained by LEA or by SDCOE pursuant to this MOU.

NOW THEREFORE, in consideration of the terms and conditions hereof, including the recitals, the Parties agree as follows:

1. Role of SDCOE

1.1 SDCOE shall provide services designed to assist LEA with certain requirements and mandates for managing or reporting on data collected by LEA, potentially including the integration of data between disparate systems, and staff and pupil records, which include any information that is directly related to a student that is maintained by LEA or acquired directly through the use of instructional software or applications assigned to a student by a teacher or other LEA employee (collectively, “Data”). Services rendered under this MOU shall be referred to as “Core Services” and be identified in Exhibit A hereto.

2. Responsibilities of SDCOE

SDCOE will provide any services it delivers in a timely and professional manner.

2.1 SDCOE will ensure any systems it develops with such Data to serve the needs of LEA or public agencies will have appropriate levels of security, as further detailed in Section 11 (Data Security) of this MOU.

2.2 SDCOE shall help ensure Data available can only be viewed or accessed by agencies legally allowed to do so, and as agreed upon by LEA and SDCOE.

2.3 Should it be deemed necessary, SDCOE will specify and assist in allowing network access to resources, in a controlled and secure manner.

3. LEA Rights and Responsibilities

LEA shall provide system linkages or necessary Data extracts or permission access from LEA’s student information or other systems on an agreed upon or pre-defined schedule between the Parties. Any such schedule

agreed upon in writing (including email) between the Parties shall be deemed incorporated herein and made a part hereof upon such mutual agreement.

3.1 Data extracts will be provided through secure electronic transmission by LEA to SDCOE.

3.2 LEA will be responsible for providing the data needed to integrate LEA's Data into SDCOE's data repositories as needed to perform the required tasks.

3.3 Data provided by LEA shall include Data relevant to the purpose of this MOU or specific system requirements.

3.4 LEA shall be responsible for determining which of their staff has access to system, communicating to SDCOE the roles and responsibilities of each person with said access, including the person who is responsible for maintaining LEA's main and sub-accounts, and communicating the names of individuals for whom access should be removed due to change of position or separation from the LEA.

3.5 LEA shall designate those individuals who can: (a) transmit Data to SDCOE; (b) request release of Data to LEA or third parties; or (c) request extracts or analysis of LEA's Data.

4. Third-Party Agencies

Third parties may include but are not limited to public agencies the Parties desire to collaborate with, public agencies the Parties are required to share Data with, and/or any third-party vendor of either Party. Permission for SDCOE to share Data with a third party must be first granted by LEA in writing.

5. Amendments to MOU

The MOU shall be supplemented by amendments or other attachments that will reflect specific undertakings by SDCOE and LEA.

6. Applicable Law

6.1 Data sharing under this MOU will from time to time include SDCOE collecting and maintaining educational, personnel, medical and financial records that contain personally identifiable information (PII) on students or staff of LEA. SDCOE is bound by the same regulations and laws for access and management of this Data, and will conform to all legal requirements. SDCOE and LEA agree that the disclosure of information under this MOU complies with the requirements of Education Code § 49073 et seq., FERPA, the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), SOPIPA, and other state and federal/European Union laws and regulations regarding educational, personnel, medical and financial records.

6.2 The Parties understand that certain federal and state programs and laws, including the free and reduced lunch program and laws governing the provision of special education services, have additional legal requirements for data security, and both Parties agree to maintain full compliance with such requirements. Without limitation to the foregoing, SDCOE and LEA additionally agree that aggregated (non-individually identifiable) and non-aggregated PII Data may be reported upon or shared as allowable by law.

6.3 SDCOE and LEA shall ensure joint coordination and cooperation with one another to ensure compliance with FERPA, 20 U.S.C. § 1232g; 34 C.F.R. Part 99, as amended. The foregoing notwithstanding, SDCOE and LEA agree that LEA shall be responsible for providing notices to parents required under FERPA, obtaining necessary parental consent required under FERPA, and for providing parent(s), guardian(s) or student(s) with an opportunity to inspect and challenge the contents of Data shared with SDCOE pursuant to this MOU.

7. Ownership of Data

SDCOE and LEA agree that LEA will continue to maintain ownership of and control over its source Data. SDCOE agrees that it will not alter LEA's source Data without explicit authorization from LEA, and is not responsible for any errors therein. SDCOE shall not be responsible for the type or quality of the Data provided by LEA, and SDCOE makes no warranty as to the Data itself. LEA understands that though SDCOE may notify it of issues it discovers with the source Data, LEA is responsible for any corrections required to its own Data or will authorize SDCOE to make any limited explicit changes. LEA acknowledges that accurate reports rely upon accurate source Data being maintained by LEA. Each party owns or controls its data systems and the work product generated by such systems.

8. Prohibited Use of Data

Except as otherwise permitted by the terms of this MOU, SDCOE shall not use the Data supplied to it in an unauthorized manner. Specifically, SDCOE shall not sell or release Data, nor enable or permit third parties to engage in targeted advertising to students or to build student profiles unrelated to the purposes contemplated by this MOU.

9. Student and Parent Access to Data

SDCOE shall work with LEA to provide a means by which employees, when authorized by LEA, can search and access student Data through reasonable procedures for LEA to respond to a parent, legal guardian, or eligible student who seeks to review PII in the pupil's records and to correct erroneous information. The foregoing notwithstanding, SDCOE shall cooperate with LEA to help ensure this record correction will be consistent with LEA's policies regarding record correction.

10. Third-Party Vendors

SDCOE will have contracts with third parties to help SDCOE maintain the SDCOE data system ("SDCOE Contractors"). SDCOE may not distribute student or staff Data to any SDCOE Contractors without LEA's written consent or as permitted by this MOU, unless required by law. SDCOE shall ensure that approved subcontractors adhere to this MOU. SDCOE will help ensure that any subcontractor or sub-processor that it engages, to process, store, or access Data, has adequate technical security and organizational measures in place to keep Data secure and comply with this MOU. SDCOE will require any third-party vendors and subcontractors to comply with any applicable state and federal laws and regulations regarding educational records and data privacy, including but not limited to: Education Code §§ 49073.1, 49076, and 49076.5; FERPA; HIPAA; and SOPIPA.

11. Data Security

Both Parties agree to maintain appropriate security protocols in the transfer or transmission of Data, including ensuring Data may only be viewed or accessed by Parties legally allowed to do so. SDCOE shall maintain Data obtained or generated pursuant to this MOU in a secure computer environment and not copy, reproduce, or transmit Data obtained pursuant to this MOU, except as requested by LEA. SDCOE shall provide security training to those of its employees who operate or have access to the system. SDCOE may also provide an initial security training to LEA. SDCOE shall provide LEA with contact information for the person at SDCOE who LEA may contact if LEA has security concerns or questions. Where applicable, SDCOE will require unique account identifiers, user names, and passwords that must be entered each time a client or user signs in. A description of SDCOE's data security practices and procedures is attached to this MOU as Exhibit B.

12. Data Breach Notification

SDCOE shall maintain Information Security & Privacy Insurance with Electronic Media Liability policy with coverage limits of no less than one million dollars (\$1,000,000.00) per occurrence and five million dollars (\$5,000,000.00) aggregate for the duration of this MOU. Such policy shall cover damages resulting from the unauthorized access to, or theft of, data obtained by SDCOE in connection to this MOU, as well as the unauthorized disclosure or use of (PII) that SDCOE may acquire from LEA (“Data Breach”). It is further agreed and understood that the policy shall include coverage for crisis management costs, credit-monitoring expenses, payment of monies requested in connection to cyber extortion of LEA Data, and defense costs, fines, and penalties related to a Data Breach. Parties agree that the insurance requirements referred to herein shall apply to any third-party vendors hired by SDCOE that may obtain or maintain LEA Data, as well as the outside agencies referred to in Section 0 of this MOU. LEA reserves the right to request proof of insurance from SDCOE, third-party vendors, and outside agencies to confirm compliance with these insurance requirements. Upon becoming aware of any unlawful or unauthorized access to student or staff Data stored on equipment used by SDCOE or in facilities used by SDCOE, SDCOE will take the following measures:

12. Promptly file a claim with SDCOE’s Information Security & Privacy Insurance with Electronic Media Liability policy provider.

12.2 Promptly notify LEA of the suspected or actual incident, including the type of Data subject to unauthorized access.

12.3 Promptly investigate the incident and provide LEA with detailed information regarding the incident, including the identity of the affected users, and the estimated date of the breach.

12.4 Assist LEA in notifying either the student or their legal guardian, and take commercially reasonable steps to mitigate the effects and to minimize any damages resulting from the incident.

13. Outside Agencies

13.1 SDCOE may be required by subpoena or other lawfully issued order to divulge Data to law enforcement or another agency. When permitted by the requesting agency, SDCOE shall provide LEA with notice of the request and types of information requested. Both SDCOE and LEA have periodic needs to share Data, as legally allowed, with public agencies needing access to such Data to provide services to students. SDCOE and LEA understand that sharing Data for use in such systems streamlines the process of providing services to students. SDCOE agrees that no Data will be made accessible to any such agency for any purpose other than those limited to the Data required and only under conditions allowed by law. Education Code §§ 49076 and 49076.5, as amended, and 20 U.S.C. § 1232g and 34 C.F.R. § 99.31, as amended, provide specific conditions under which Data may be accessed by or shared with public agencies.

13.2 SDCOE may have periodic needs to share Data, as legally allowed, with university researchers for academic purposes to allow university researchers to collaborate with LEA and SDCOE or to perform relevant research studies. SDCOE shall notify LEA in writing of any Data sharing pursuant to this Section, as follows:

1. Describe the identity of the researchers/organizations to whom the Data will be transmitted
2. Provide contracts when requested, which shall include provisions binding the researcher/organization to the terms of this MOU
3. Describe the types of Data to be transmitted
4. Describe the manner in which the Data shall be de-identified or aggregated.

14. Independent Contractors

Both Parties may engage the services of outside professionals in the course of administration, development or technical support of data systems. Any such professionals will be bound at all times by the same confidentiality and security requirements which are applicable to any data within the Parties' systems, and by state and federal law governing such access.

15. Indemnification and Liability

Each Party agrees to indemnify the other against any and all liability, actions, claims, damages, losses, costs, and expenses (including attorneys' fees) arising out of or in any way resulting from the indemnifying Party's own negligent or intentional acts, errors, or omissions in connection to the performance of the responsibilities of each Party, per this MOU. The Parties shall not be held liable for any special, consequential, indirect or incidental damages incurred as a result of this MOU. The Parties shall be held harmless for any claims or lawsuits arising out of the release of information pursuant to a request by one of the Parties in conformity with this MOU or pursuant to law, excluding such release in connection to the negligence of either Party, or that of its officers, agents, or employees. If liability, damages, or any other claim relating to Data shared pursuant to this MOU is a result of a third party's act or omission, then the indemnification and defense that the third party contractually owes to SDCOE and/or LEA shall also be extended to the other Party to this MOU, to the maximum extent possible.

16. Severability

If any provision of this MOU is determined by a court to be invalid, unenforceable or otherwise ineffective, that provision shall be severed from the rest of this MOU, and the remaining provisions shall remain in effect and enforceable.

17. Term

This MOU may be periodically or annually updated to incorporate changes if required upon mutual agreement of the Parties. LEA understands that this MOU is part of an effort to standardize data sharing and management between SDCOE and all districts it serves, and as such, every effort will be made to maintain a common agreement across all agencies. Notwithstanding the foregoing, this MOU shall terminate effective June 30, 2020.

18. Termination

Either Party may terminate this MOU upon ninety (90) days' written notice. Upon termination or expiration of this MOU, SDCOE shall work with LEA for the orderly cessation of extracts of student Data. Upon termination or expiration of this MOU, SDCOE shall return or delete personally identifiable student Data unless otherwise provided by law or mutual agreement of the Parties. SDCOE and LEA understand that SDCOE may have an ongoing need to reference the raw Data it acquired during the term of this MOU. In the event that such need arises, SDCOE shall, to the extent possible and subject to the mutual agreement of the LEA, only retain anonymized, aggregated Data that it obtained from LEA during the term of this MOU. However, SDCOE certifies that such anonymized, aggregated Data shall be purged when the Data has exceeded its useful life and shall not be kept for more than seven (7) years unless otherwise legally required.

19. Dispute Resolution

In the event of a dispute between any Party to this MOU, the parties shall attempt to resolve their disputes informally, in discussions involving the decision- makers for each of the parties. If these discussions are not successful, the parties shall retain a mediator to resolve the dispute with the mediation to be held within ninety (90) days of the date the dispute arises. If mediation is not successful, either party shall have the right to bring the dispute before the San Diego County Superior Court.

IN WITNESS WHEREOF, the Parties agree to this Memorandum of Understanding to be executed by their duly authorized officers in the County of San Diego, State of California.

**SAN DIEGO COUNTY OFFICE OF
EDUCATION**

SAN MARCOS UNIFIED SCHOOL DISTRICT

By: _____
Name: _____
Title: Contracts and Acquisition Administrator
Dated: _____

By: _____
Name: _____
Title: _____
Dated: _____

By: _____
Name: Dr. Terry Loftus
Title: Chief Technology Officer
Assistant Superintendent Integrated
Technology Services
Dated: _____

EXHIBIT A

SDCOE Core Services

Service Provider	Application/ Project Name	Division/ Department	Ed Code 49073.1(a)	Employee Information	HIPAA / Medical Info
SDCOE EBS	PeopleSoft	ITS/ITS	YES	YES	YES
Tableau	Data Visualization Application	LLS/AAE	YES	NO	NO
National Student Clearing House	Student Tracker	LLS/AAE	YES	NO	NO
CORE	Data Collaborative	LLS/AAE ITS/ITS	YES	NO	NO
Illuminate	Illuminate Education SIS	LLS/AAE ITS/ITS	YES	NO	NO
SDCOE LLS/MEGA SDCOE shall provide the MEGA dashboard to support the LEA in understanding and monitoring the progress of language learners. The MEGA Dashboard is a tool that utilizes business intelligence software, establishing a dynamic, multi-faceted assessment system to monitor the progress of language learners. This tool provides visualizations of both academic and linguistic data and assists districts in the following ways:	MEGA EL Dashboard · Provide data monitoring for students including English learners. · Monitor progress towards reclassification at the student level · Monitor the progress of reclassified students per CDE requirements · Provide LCAP metrics	ITS/ITS	YES	NO	NO
FYSIS	SDCOE	ITS/ITS	YES	NO	NO
Education Analytics	Dashboard Analytics/Predictive Analytics	LLS/ITS	YES	NO	NO
Ed-Fi Alliance	Data Interoperability	LLS/ITS/ Innovation	YES	NO	NO

Service Provider	Application/ Project Name	Division/ Department	Ed Code 49073.1(a)	Employee Information	HIPAA / Medical Info
Edupoint	Synergy	ITS/ITS	YES	YES	NO

EXHIBIT B

SDCOE Data Security Practices and Procedures

Introduction: SDCOE has established an Information Security (InfoSec) Program based on industry best practices and the needs of California K12 systems. The InfoSec program involves several departments, including Operational Support Services, Personnel Services, and Information Technology Services. The departments are primary functional units that will engage with legal counsel and security service/solution providers to develop and execute improvement plans. This plan may be periodically updated to take into account improving practices and technologies and to respond to a changing threat environment. LEA's will be provided with annual updates where there have been material modifications to the practices and procedures stated below.

As of January 1, 2019, the Program has identified the following areas to be part of the continual improvement of the SDCOE InfoSec practices.

1. Anti-Virus/Malware Administration and Configuration
 - a. Regularly review and examine the policies and procedures related to Anti-virus/Malware controls and the configuration of Anti-virus/Malware software and appliances
 - b. Continual improvement of Anti-virus/Malware software configuration, operation and security
 - c. Provide Anti-virus/Malware training and awareness
 - d. Practice in depth Anti-virus/Malware defense for server and end user computers

2. Continuity of Operations Plan (COOP) and Disaster Recovery Plan (DRP)

COOP is the collection of sets of processes and procedures carried out by an organization to ensure that essential business functions continue to operate during and after a disaster. As part of the COOP there is a **DRP**. These are the technical plans developed for specific groups within an organization to allow them to recover a particular business application. SDCOE addresses these plans by:

 - a. Performing annual Business Impact Analysis with various departments to identify mission critical processes and/or departments and prioritize the recovery processes and/or departments in accordance with their level of criticality.
 - b. Secure Executive Oversight and Support for the COOP
 - c. Continual updates of documentation, content, sufficiency, testing and documentation of test results of the plans.

3. Firewall Administration and Configuration
 - a. Examine and document the policies and procedures related to the administration of the organizations firewall(s)
 - b. Examine and document configuration files and access control lists for the devices and/or applications and operating systems
 - c. Implement least privilege access
 - d. Documentation, content and sufficiency of firewall policies and procedures
 - e. Logical placement of firewalls
 - f. Restricted access to management interfaces
 - g. Continual evaluation of applied rule sets
 - h. Backup, recovery, and storage of configuration files
 - i. Firewall event log review and sufficient storage for retention policy

4. Network Systems and Database Vulnerability Scanning

Perform scheduled simulations of attacks on the network and database systems by utilizing industry best of breed tools, which identify the vulnerabilities in the systems and provide recommendations for remediation.

5. Network Monitoring & Intrusion Detection
 - a. Regularly review the event logs to identify and correlate unauthorized, unusual, and sensitive access activity, such as:
 1. Attempted unauthorized logical and physical access;
 2. Access trends and deviations from those trends;
 3. Access to sensitive data and resources;
 4. Highly-sensitive privileged access, such as the ability to override security controls;
 5. Access modifications made by security personnel; and
 6. Unsuccessful attempts to logon to a system.
 - b. Improve documentation, content and sufficiency of network monitoring and intrusion detection policies and procedures
6. Patch Management
 - a. Regularly review and update systems, configuration, and applications for required systems
 - b. Sufficient testing of systems before and after patching
 - c. Maintain documentation of patch history of required systems
7. Physical Security

To prevent unauthorized personnel from gaining direct access to SDCOE facilities that house sensitive information, the following areas are under regular review and improvement process:

 - a. Documentation, content and sufficiency of physical security policies and procedures
 - b. External: facility perimeter, perimeter lighting, parking areas, parking area lighting, landscaping, exterior building lighting, exterior doors and locks and other entry points
 - c. Internal: doors, windows, ceilings, raised floors, wiring and utility closets, ceilings, attics, basements, crawlspaces, public areas
 - d. Lock and Key control
 - e. Access control including identification systems in use and access points
 - f. Intrusion alarms
 - g. Fire detection, suppression and prevention
 - h. CCTV/digital imaging technologies
 - i. Power system and utility control points
 - j. Documentation, retired network storage, and refuse disposal
 - k. Mail Handling
 - l. Hard copy record storage
 - m. Network Operations Center
8. Server (Data Center Systems) Administration and Configuration

Continual improvement of the following areas:

 - a. Documentation of server implementations, policies, and procedures
 - b. Hardware, operating system, and application security
 - c. User account policy and rights assignments
 - d. Auditing policies, system changes, user rights, and access to sensitive data
 - e. Event and security log retention and regular review
 - f. Critical file and folder permissions
 - g. Remote access and security
9. Network Switch and Router Administration and Configuration

Continual improvement of the following areas:

 - a. Develop clear documentation, content and sufficiency of policies and procedures
 - b. Streamline installation, operation and security
 - c. Regular review of configuration

10. Workstation Administration and Configuration
Continual improvement of the following:
 - a. Documentation of workstation policies and procedures
 - b. Hardware security
 - c. Operating System installation, configuration and maintenance (patching)
 - d. User account policies and rights assignments
 - e. Event and security log settings and retention
 - f. Critical file and folder permissions
 - g. Remote access and security

11. Mobile Devices
Regularly examine SDCOE's policies and procedures related to administration of the mobile devices assigned to staff and students. The mobile devices include laptops, tablets and smartphones for both SDCOE owned devices and personal devices brought onto SDCOE's network.

12. Application Security Assessment and Mitigation
The primary objective is to assess how effectively and efficiently SDCOE ensures that no single trusted IT system user, administrator, or vendor is able to exploit vulnerabilities in SDCOE's IT systems to accomplish and/or conceal an unauthorized diversion of SDCOE's assets. Identify where the risk exists and evaluate the controls designed to mitigate this risk. Regularly review, evaluate, and update, if necessary, of the following IT controls:
 - a. Database administration practices.
 - b. Production control practices.

13. Users Awareness Training
Develop and update timely and relevant training material to raise the level of cybersecurity awareness of users throughout the organization.

ATTACHMENT B – Data Use Agreement

**AGREEMENT FOR CONFIDENTIAL DATA EXCHANGE BETWEEN
SCHOOL DISTRICT AND
CORE DISTRICTS**

This Data Use and Confidentiality Agreement (“Data Use Agreement”) between School District (as identified and signed in the joinder, Attachment E), and CORE Districts (referred to as CORE) with subcontractors Education Analytics (hereinafter referred to as EA), VersiFit Technologies LLC (hereinafter referred to as VFT), and Panorama Education (hereinafter referred to as PE), as well as with the CORE Research Partner at Policy Analysis for California Education (hereinafter referred to as PACE). Together, EA, VFT and PE are referred to as the “CORE Measurement Sub-Contractors” below. PACE is referred to as the “CORE Research Partner.” This Data Use Agreement describes the means to be used by the CORE Measurement Sub-Contractors and CORE Research Partner to ensure the confidentiality and security and terms of use for Information and data exchanged between School District, the CORE Measurement Sub-Contractors, and the CORE Research Partner for the purposes stated below. Within the scope of this agreement, confidential data may be exchanged between and amongst School District, the CORE Measurement Sub-Contractors, and the CORE Research Partner.

I. GENERAL TERMS

A. PURPOSE

The CORE Measurement Sub-Contractors have entered into service and measurement/analytical support partnerships with the CORE Districts (hereinafter, CORE). PACE¹ has a continued research support partnership with the CORE Districts. CORE is a non-profit organization comprised of member California school districts. The purpose of this Agreement is to assist School District, a member of the CORE Data Collaborative, to participate in measurement, analytics, reporting and research based upon CORE’s school quality improvement indicator system. The CORE Measurement Sub-Contractors will collect and utilize longitudinal administrative data specific to the School Quality Improvement Index indicators and including related indicators in order to provide reporting to School District leaders and practitioners. Further, the CORE Research Partner will collect and archive longitudinal administrative data from the CORE data system to conduct policy analyses for School District leaders, School District practitioners and the public in order to support the continuous improvement in K-12 education. Public policy and other research questions to be addressed using the CORE Data Archive managed by our CORE

¹ Policy Analysis for California Education (PACE) is an independent, non-partisan research center based at Stanford University, in partnership with the University of Southern California and the University of California – Davis. Founded in 1983, PACE seeks to define and sustain a long-term strategy for comprehensive policy reform and continuous improvement in performance at all levels of California’s education system, from early childhood to postsecondary education and training. PACE bridges the gap between research and policy, working with scholars from leading universities and research institutes in California and beyond and with state and local policymakers to increase the impact of academic research on educational policy in California. PACE works with a network of approximately 50 policy scholars from all of the leading research universities in California, both public and private.

Research Partner will be developed in collaboration with participating CORE Data Collaborative districts and representatives of CORE.

B. NATURE OF DATA

To further the achievement of the above stated purposes, School District will provide the CORE Measurement Sub-Contractors, and, in some cases, the CORE Research Partner with data extracts from the School District data systems to include data elements, identified in Attachment C, necessary to produce and report the measures involved in CORE's school quality improvement data system, and to engage in meaningful analytics and research.

School District may also provide the CORE Measurement Sub-Contractors and/or CORE Research Partner with any additional items required to answer research questions defined by School District alone or with other CORE participants.

School District warrants that it has the authority to provide such data to the CORE Measurement Sub-Contractors and to the CORE Research Partner under the terms of this Agreement, and that School District will not be in breach of any law or representations to any person by providing such information to CORE Measurement Sub-Contractors and/or the CORE Research Partner.

These data extracts will include historical information wherever possible. Additional data elements may be provided at the discretion of School District.

The CORE Measurement Sub-Contractors and/or CORE Research Partner may collect data that contain confidential information, the disclosure of which is restricted by a provision of law. Some examples of "confidential information" include, but are not limited to, "personal information" about individuals as defined in California Civil Code Section 1798.3 of the Information Practices Act and "personal information" about students as defined by the Code of Federal Regulations CFR Title 34 Volume 1 Part 99.3.

C. TRANSFER OF DATA

School District and the CORE Measurement Sub-Contractors and CORE Research Partner shall use a secure electronic means and schedule for transferring confidential information. School District will create data extracts according to specifications provided by CORE. Extracts will be updated using a mutually agreed upon schedule (generally through annual submission the summer). Generally, data will be transferred by School District or their Partnering Education Agency to CORE's Measurement Sub-Contractors. For research and policy analysis purposes, such data or analyzed versions of such data may be transferred between and amongst CORE Sub-Contractors and CORE Research Partner as named in this Data Use Agreement; this agreement also covers the transfer of data from School District directly to the CORE Research Partner.

D. PERIOD OF AGREEMENT

This Agreement shall be effective from the signing of this agreement through June 30, 2020, unless terminated earlier by either party pursuant to Section F.

E. CORE DISTRICTS RESPONSIBILITIES

CORE agrees to the following confidentiality statements:

1. CORE acknowledges that these data are confidential data and proprietary to School District, and

agree to protect such information from unauthorized disclosures and comply with all applicable confidentiality laws which may include but is not limited to, the Health Insurance Portability and Accountability Act (HIPAA), the California Education Code and the Family Education Rights and Privacy Act (FERPA) as set forth in this agreement. The CORE Measurement Sub-Contractors and the CORE Research Partner are responsible for complying with all applicable District, Local, State and Federal confidentiality laws and regulations.

2. The CORE Measurement Sub-Contractors and CORE Research Partner will use appropriate safeguards to prevent the use or disclosure of the information other than as provided by this data use Agreement.
3. The CORE Measurement Sub-Contractors and CORE Research Partner shall (a) instruct all staff with access to confidential information about the requirements for handling confidential information (b) provide all staff with access to confidential information statements of organizational policies and procedures for the protection of human subjects and data confidentiality and (c) notify staff of the sanctions against unauthorized disclosure or use of confidential and private information. Other than as provided herein, no confidential data will be released by the CORE Measurement Sub-Contractors and CORE Research Partner.
4. The CORE Measurement Sub-Contractors and CORE Research Partner shall not assign this Agreement or any portion thereof to a third party without the prior written consent of School District, and any attempted assignment without such prior written consent in violation of this Section shall automatically terminate this Agreement. For clarification purposes, members of the PACE network who have signed a separate affiliated researcher agreement with PACE are not considered a third party.
5. The CORE Measurement Sub-Contractors and CORE Research Partner will use any information which could potentially allow the identification of any individual only for the purpose of creating the data sets using aggregate data and analyzing the data. The CORE Measurement Sub-Contractors and CORE Research Partner will not use or further disclose the information accessed or received other than as permitted by this Data Use Agreement or as otherwise required by law.
6. The CORE Measurement Sub-Contractors and CORE Research Partner will publicly report only aggregate data and will not publicly report any individual data, nor will data be reported in a manner that permits indirect identification of any individual. At the direction of School District, the CORE Measurement Sub-Contractors and CORE Research Partner may provide School District leaders and practitioners secure, private access to School District student level data in alignment with School District's permission and security policies and procedures. This paragraph will survive the termination of this Agreement.
7. The CORE Measurement Sub-Contractors and CORE Research Partner will not contact the individuals included in the data sets without written consent from School District.
8. The CORE Measurement Sub-Contractors and CORE Research Partner agree to obtain written approval from School District prior to engaging any additional subcontractors or research partners to perform any services requiring access to any individually identifiable information. Notwithstanding the forgoing, the parties agree that CORE Research Partner may engage additional

members of the PACE network who have signed a separate affiliated researcher agreement with PACE to perform research services. PACE affiliated researchers will only utilize student data that is stripped of official state and district identifiers, and researchers will access data housed on a Stanford secure folder with restricted access.

9. The CORE Measurement Sub-Contractors and CORE Research Partner shall not re-disclose any individual-level data with or without identifying information to any other requesting individuals, agencies, or organizations without prior written authorization by School District.
10. The CORE Measurement Sub-Contractors and CORE Research Partner shall use the data only for the purpose stated above. These data shall not be used for personal gain or profit.
11. The CORE Measurement Sub-Contractors and CORE Research Partner shall keep all information furnished by School District in a space physically and electronically secure from unauthorized access. Information and data shall be stored and processed in a way that unauthorized persons cannot retrieve nor alter the information by means of a computer, remote terminal, or other means. No data will be stored unencrypted on laptop computers or other portable computing devices or media, e.g., flash drives, etc.
12. The CORE Measurement Sub-Contractors and CORE Research Partner shall permit examination and on-site inspections by School District upon reasonable advance notice for the purpose of ascertaining whether the terms of this Agreement are being met.

F. TERMINATION

1. This Agreement may be terminated as follows, after notification via the United States Postal Service (certified mail or registered mail) or recognized overnight delivery service (e.g., UPS, DHL or FedEx):
 - a. By CORE or School District immediately in the event of a material breach of this Agreement by the other party.
 - b. By CORE or School District upon 30 days notice to the other party.
 - c. By CORE Research Partner or Measurement Subcontractors upon 30 days notices to CORE Districts.
2. Upon ninety (90) days written notice from School District, the CORE Measurement Sub-Contractors and CORE Research Partner shall delete all confidential and/or sensitive information promptly so that it is no longer accessible for analysis and exists only on a temporary back-up server that is encrypted. The CORE Measurement Sub-Contractors and CORE Research Partner shall also securely destroy all physical media (e.g., data on CDs or USB drives) containing confidential and/or sensitive information utilizing a mutually approved method of confidential destruction, which may include shredding, burning, or certified/witnessed destruction for physical materials and verified erasure of magnetic media using approved methods of electronic file destruction. In the absence of such notice, the CORE Measurement Sub-Contractors and CORE Research Partner may continue to use such data for research, education or related purposes; or to meet CORE public reporting requirements.

G. PARTY LIABILITY; LIMITATION OF DAMAGES

1. The parties agree to defend, indemnify, and hold each other harmless from and against any loss, claim, or damage arising from the negligent acts or omission of their own officers, employees, students or agents in the performance of their duties under this Agreement.
2. EXCEPT FOR CLAIMS BASED ON WILLFUL MISCONDUCT, NEITHER PARTY, THEIR TRUSTEES, DIRECTORS, OFFICERS, EMPLOYEES, STUDENTS AND AFFILIATES SHALL BE LIABLE FOR PUNITIVE OR EXEMPLARY DAMAGES OF THE OTHER PARTY.

H. DISPUTES

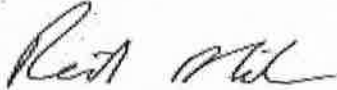
In the event of a dispute among the parties to this Agreement regarding the provisions of this Agreement, any party may, by written notice to the other parties, call for mediation of the dispute before a mediator to be agreed upon by the parties. If the dispute is not resolved by mediation within 30 days of such notice, then any party may proceed to exercise all rights and remedies available under applicable law and this Agreement.

I. GENERAL UNDERSTANDING

1. This Agreement contains the entire understanding of the parties and may only be amended in writing signed by the parties. This Agreement may be executed in two or more counterparts, each of which will be deemed an original and all of which taken together will be deemed to be one and the same document. The parties may sign and deliver this Agreement by facsimile or using other electronic means (including digital signatures). Copies of this Agreement shall be treated as originals.
2. This Agreement constitutes the full and complete agreement between the parties, and supersedes all prior written and oral agreements, commitments or understandings with respect thereto.
3. This Agreement shall be governed by and construed under the laws of the State of California. Venue for any proceeding relating to enforcement of this Agreement shall be in the California state courts located in Sacramento County, California.
4. Any waiver by a party of a violation of any provision of this Agreement shall not bar any action for subsequent violations of the Agreement.

I. Signatures

Signed:
CORE DISTRICTS



Rick Miller, Executive Director

May 17, 2016

Date

PANORAMA EDUCATION



Aaron Feuer, CEO

05 / 16 / 2016

Date

VERSAFIT TECHNOLOGIES



Jonathan Blissenbach, COO

5-16-2016

Date

PACE

**Board of Trustees of the Leland Stanford
Junior University**



Nicola Pobuta | Contract & Grant Officer
May 13, 2016

May 13, 2016

Date

EDUCATION ANALYTICS



Andrew Rice, VP Research & Operations

5/16/16

Date

**ATTACHMENT C:
SPECIFIC DATA ELEMENTS REPORTS THAT MAY BE INCLUDED IN THE CORE DATA COLLABORATIVE**

Attachment C - SPECIFIC DATA ELEMENTS THAT MAY BE INCLUDED IN THE CORE DATA COLLABORATIVE (UPDATED 5.12.16)

Data Element(s) <i>Applies to all students in grades K-12 unless noted otherwise</i>	Variables to Include (Subject to Adjustment)	Additional Notes
Standardized Tests [student level data]		
SBAC Summatives all grades (3-11) & Subjects (ELA & Math)	Student ID, CDS code (14 digits), grade level, subject, sub-subject/sub-component (if available), score, performance band, etc.	Key Indicator
SBAC and/or other interim/benchmark assessments	Student ID, CDS code (14 digits), grade level, subject, sub-subject/sub-component (if available), score, performance band, etc.	Additional Indicator
CELDT information	Student ID, CDS code (14 digits), grade level, subject, sub-subject/sub-component (if available), score, performance band, etc.	Key/additional indicator
Other standardized test results (e.g., AP, IB, SAT, ACT)	Student ID, CDS code (14 digits), grade level, subject, sub-subject/sub-component (if available), score, performance band, etc.	Additional Indicator
Student Characteristics [student level data]		
Student demographics	Student district ID, Student state ID, gender, grade level, race/ethnicity, free/reduced lunch status, mother education attainment, father education attainment, first U.S. school entry date	Key Indicator
District entry date	Student ID, district entry date	Key Indicator
Special Education flag	Student ID, special education flag (Yes or no)	Key Indicator
English Language Information	Student ID, EL status (EL or RFEP), date identified as EL, date reclassified as RFEP	Key Indicator
Foster care flag	Student ID, foster care flag (yes or no)	Key Indicator

Attachment C - SPECIFIC DATA ELEMENTS THAT MAY BE INCLUDED IN THE CORE DATA COLLABORATIVE (UPDATED 5.12.16)		
Data Element(s) <i>Applies to all students in grades K-12 unless noted otherwise</i>	Variables to Include (Subject to Adjustment)	Additional Notes
Enrollment, Attendance and Discipline [student level data; for each school of attendance]		
Days enrolled	Student ID, CDS code (14 digits), total days enrolled	Key Indicator
Days present (alternative: Days absent)	Student ID, CDS code (14 digits), total days present (alternative: total days absent)	Key Indicator
School entry and leave date	Student ID, CDS code (14 digits), entry date, leave date	Key Indicator
Total number of out of school suspensions (alternatively, each suspension per student is listed in a separate row)	Student ID, CDS code (14 digits), suspension count	Key Indicator
Expulsion flag	Student ID, CDS code (14 digits), expulsion flag (yes or no)	Key Indicator
Course Information, Graduation Information, Program Information and Staff Information		
Course information	Student ID, CDS code (14 digits), semester (e.g., fall or spring), department (subject area), name of course, Calpad course code, district course code, credits earned, course marks, flag for required 8th grade courses, potentially flags for other course identifiers (e.g., AP, IB, concurrent enrollment, career pathway information), and teacher-student-course linkage information	Key/additional indicator
Staff information	Role, years of experience, demographics (race/ethnicity, gender), education/certification, staff ID	Additional Indicator
Program information	Program participation, program dosage, program performance	Additional Indicator
Unweighted end of the year GPA (based only on fall and spring semesters) for 6th to 12th grades	Student ID, CDS code (14 digits), unweighted end of year GPA	Key/additional indicator
High school graduation flag	Student ID, CDS code (14 digits), graduation indicator	Additional Indicator
Students in graduation cohort	Student ID, CDS code (14 digits), cohort year	Additional Indicator

Attachment C - SPECIFIC DATA ELEMENTS THAT MAY BE INCLUDED IN THE CORE DATA COLLABORATIVE (UPDATED 5.12.16)		
<i>Data Element(s) Applies to all students in grades K-12 unless noted otherwise</i>	<i>Variables to Include (Subject to Adjustment)</i>	<i>Additional Notes</i>
School Information		
School level data	School name, CDS code (14 digits), district code, grades served, school level, SIG status and year, charter status, type of school (credit recovery programs, independent study schools, schools for students with severe disabilities, schools for expelled students, and early childhood education programs)	
College Going Information		
College going data	Examples include college application data, college persistence data, college completion data	Additional Indicator

CORE Joinder Agreement

Joinder Agreement – Santee School District and CORE Districts Data Use Agreement

This Joinder Agreement (hereinafter referred to as "Joinder") is effective as of July 1st, 2019 by and among the undersigned Santee School District (hereinafter referred to as SanteeSD), whose address is listed on the signature page hereto, and the parties to that certain Data Use and Confidentiality Agreement dated May 2016 ("the Data Use Agreement")

Santee School District hereby agrees that upon execution of this Joinder, SanteeSD shall be bound by all of the terms and conditions of the Data Use Agreement and shall be deemed a party to such Data Use Agreement in all respects.

This Joinder, together with the Data Use Agreement, represents the entire agreement and understanding between the parties with respect to its subject matter. The Joinder, together with the Data Use Agreement, supersedes all prior or contemporaneous discussions, representations, or agreement, whether written or oral, of the parties regarding this subject matter.

As the data in this Data Use Agreement is part of a collective project for the San Diego County Office of Education, data will be collected and organized first by the San Diego County Office of Education and then provided to the parties named in the Data Use Agreement.

Santee School District

Signature: _____

Name: _____

Title: _____

Address: _____

Phone: _____

Email: _____

Consent Item E.3.5.

Ratification of Nonpublic School Master Contract with the Institute for Effective Education for Nonpublic School Services

Prepared by Dr. Stephanie Pierce
June 4, 2019

BACKGROUND:

At times, students with disabilities require enrollment in an alternative educational setting (i.e. nonpublic school) due to their specific needs. One NPS student additionally required intensive individual Services while enrolled in The Institute for Effective Education (T.I.E.E.) for the 2018-2019 school year.

RECOMMENDATION:

Administration recommends the Board of Education ratify the Nonpublic School Master Contract with T.I.E.E. for one (1) student for the term of July 1, 2018 through June 30, 2019. The adjusted service amount listed below reflects the student’s need for intensive individual instruction. The Nonpublic School Master Contract will be available at the Board Meeting for review.

This recommendation supports the following District goal:

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

FISCAL IMPACT:

The terms of the Master Contract are as follows:

School/Agency	Number of Students	Duration of Service	Cost per Day	Total Cost
The Institute for Effective Education.	1 student	NPS - 210 days 7/1/18–6/30/19 including ESY	\$304.70	\$63,987.00
		Intensive Individual Instruction 210 days 7/1/18–6/30/19 including ESY	\$127.00	\$26,670.00
TOTAL			\$431.70	\$90,657.00

STUDENT ACHIEVEMENT:

Some students require alternative settings to demonstrate educational progress.

Motion: _____ Second: _____ Vote: _____

Agenda Item E.3.5.

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

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. Albert, DiAnn	Chet F. Harritt to <i>Sycamore Canyon</i>	Vice Principal MGMT 05 to <i>Language Arts Specialist MGMT 05 #10324339</i>	\$113,814.00	\$113,814.00	08-14-19

D. Unpaid Leave Requests:

Employee	Location	Class/Step	Reason	Recommendation	Effective Date

E. Resignations:

Employee	Location	Class/Step	Reason	Effective Date
1. Barber, Pamela	Rio Seco	VI-30	Retirement	06-13-19
2. Botticelli, Robyn	PRIDE Academy	VI-30	Retirement	06-13-19
3. Chiang, Tony	Carlton Oaks	VI-10	Relocation	06-13-19
4. Noble, Gabrielle	Rio Seco	III-03	Relocation	06-13-19
5. Snable, Meghan	Chet F. Harritt	VI-09	Moving out of state	06-13-19
6. Thom, Stephen	Carlton Hills	VI-10	Schedule conflicts	06-13-19

F. 39-Month Reemployment:

Employee	Location	Class/Step	Reason	Effective Date
1. Quan, Joanne	PRIDE Academy	Permit-03	Medical	05-01-19

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. Saldana, Edward	Carlton Hills	Custodian II 23 A / 5.0 hrs #10326422	\$0.00	\$1,947.83	05-28-19

Classified Staff continued

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

K. Unpaid Leave Requests:

Employee	Location	Position/Class/Hours	Reason	Recommendation	Effective Date

L. Resignations:

Employee	Location	Position	Reason	Effective Date
1. Hartpence, Brianna	Sycamore Canyon	Instructional Assistant, Special Ed I	Moving out of state	05-31-19
2. Mojica Navarro, Mariel	Child Nutrition Services	Food Service Worker III	To care for children	06-13-19
3. Osborn, Danny	Sycamore Canyon	Custodian II	Retirement	07-20-19
4. Ousley, Laura	Carlton Hills	Instructional Assistant I	Attending school out of state	06-13-19

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 E.4.1.

BACKGROUND:

As the school year ends and summer programs begin, there is a need for additional support for the setup of promotion events and traffic control. In addition, the Out-of-School Time (OST) and YALE Programs extend their hours of operation to accommodate the needs of our students and community. Since the program is only available at some of the schools during the break it is necessary to have Movers and Movers/Delivery Drivers to accommodate the move of their equipment and supplies from all sites to the assigned schools for the summer programs.

Included in the summer programs are multiple field trips. Therefore, as a safety precaution, there is the need for additional OST staff to supervise student field trips.

In addition, the Publications Department is requesting support with summer projects including binding materials and print requests.

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:

- Four (4) Mover/Delivery Drivers and four (4) mover positions for the Maintenance & Operations Department for up to eight (8) hours per day as needed, per person; during the period of June 11 through June 12, 2019
- Two (2) Mover/Delivery Drivers and two (2) mover positions for the OST program for up to eight (8) hours per day as needed, per person; during the period of June 13 through August 20, 2019
- Twenty-four (24) Project SAFE Assistant positions up to eight (8) hours per day as needed, per person; during the period of June 13 – August 20, 2019
- Six (6) Early Childhood Group Leader I positions up to eight (8) hours per day as needed, per person; during the period of June 13 – August 20, 2019
- Six (6) Early Childhood Assistant II positions for up to eight (8) hours per day as needed, per person; during the period of June 13 – August 20, 2019
- One (1) Publications Technician II up to eight (8) hours per day as needed, during the period of June 10 – September 30, 2019

FISCAL IMPACT:

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

- Mover/Delivery Driver positions – Approximately \$175 per person, per day
- Mover positions – Approximately \$170 per person, per day
- All positions for OST / YALE will be paid from the fee-based programs
- Publications Technician II position – Approximately \$217 per person, per day

STUDENT ACHIEVEMENT IMPACT:

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

Motion: _____ Second: _____ Vote: _____

Agenda Item E.4.2.

Consent Item E.4.3.

Approval of Medi-Cal Administrative Activities (SMAA)
Agreement with Orange County Department of Education

Prepared by Tim Larson
June 4, 2019

BACKGROUND:

This support services agreement for the Medi-Cal Administrative Activities (SMAA) Program is renewable on an annual basis. The Orange County Department of Education serves as the Local Education Consortium (LEC) agent for the southern region. The District is required to work with an LEC for the SMAA program. The term for this agreement is July 1, 2019 through June 30, 2020.

RECOMMENDATION:

It is recommended that the Board of Education approve the agreement with the Orange County Department of Education for SMAA program support services.

FISCAL IMPACT:

The fee will be 6.5% of quarterly claims. To date, 2018-19 SMAA reimbursements received total \$135,664. If 2019-2020 claims were the same, the cost would be \$8,818.

STUDENT ACHIEVEMENT IMPACT:

The SMAA program revenues will be deposited into the general fund and will be used to support the instructional program as indicated.

Motion: _____ Second: _____ Vote: _____

Agenda Item E.4.3.

Consent Item E.4.4.

Approval of Agreement with San Diego Imperial County JPA Member Agency Participation in the National Association of State Directors of Teacher Education and Certification's Clearinghouse Access Program (NASDTEC)

Prepared by Tim Larson
June 4, 2019

BACKGROUND

This agreement allows us access to the national database on adverse credential actions on teachers.

This agreement shall be effective upon the execution of this agreement by both Parties and shall extend for a period of one year thereafter.

RECOMMENDATION

It is recommended that the Board of Education approve the agreement to with San Diego Imperial County JPA Member Agency Participation in the National Association of State Directors of Teacher Education and Certification's Clearinghouse Access Program (NASDTEC).

FISCAL IMPACT

There is no fiscal impact to the general fund as a result of this agreement.

STUDENT ACHIEVEMENT

This will allow us to ensure certificated employees working with students have no adverse action against their credential.

Motion: _____ Second: _____ Vote: _____

Agenda Item E.4.4.

Consent Item E.4.5.

Approval to Create Coordinator Health and Nursing Services Job Description

Prepared by Tim Larson
June 4, 2019

BACKGROUND:

The coordination and supervision of health-related services for general and special education children has continued to increase. Based on this complexity, administration is recommending the current District Nurse certificated position become a certificated management position.

RECOMMENDATION:

Administration recommends the creation of a Coordinator Health and Nursing Services position as reflected in the attached job description.

FISCAL IMPACT:

The appointee will be provided with a salary and benefits package commensurate to the District's posted salary schedule and his/her experience level.

STUDENT ACHIEVEMENT IMPACT:

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

Motion: _____ Second: _____ Vote: _____

Agenda Item E.4.5.

SANTEE SCHOOL DISTRICT

COORDINATOR OF HEALTH AND NURSING SERVICES

JOB SUMMARY:

Under the direction of the Director of Special Education, the Coordinator of Health and Nursing Services provides supervision, coordination, planning, consultation and assistance to staff and is responsible for assuring the health and nursing services for the district.

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

1. Serves as a primary resource for health issues within the District.
2. Coordinates and ensures compliance with all state mandated health screenings and immunization requirements
3. Develops and makes recommendations regarding policies and procedures in health related areas, and interprets these policies and procedures for staff and the community.
4. Supervises and evaluates health and nursing services within the District.
5. Provides direction, evaluation and oversight to licensed and non-licensed personnel, includes but not limited to, LVNs and health clerks at school sites.
6. Develops and provides training in specialized health care procedures.
7. Designs, provides and participates in in-service training to staff regarding health services and health education.
8. Consults with various agencies and service providers on complex medical issues.
9. Participates in the placement of students in special educational programs when appropriate.
10. Represents the District with the County Health Department and other community agencies.
11. Provides clinical compliance and supervision for all the health offices and advises site administration as necessary.
12. Performs hearing, vision and health assessments for students in the IEP assessment process or on an as needed basis.
13. Implements and oversees billing for students receiving special education services in tandem with skilled nursing services in SEIS.
14. Adheres to District, State and Federal timelines and regulations as appropriate.
15. Consults with school site administrators on a regular basis regarding student health and medical needs at each school site.
16. Coordinates with Director of Pupil Services on chronic absenteeism cases.
17. Functions as a member of the District leadership team.
18. Engages in the recruitment and hiring of new staff.
19. Reviews and makes necessary changes to District Board Policies relating to health when necessary
20. Performs other duties as designated or assigned by the Director of Special Education.

OTHER DUTIES AND RESPONSIBILITIES:

1. Performs other duties as designated or assigned by the Director of Special Education.
2. Maintains professional competence through participation in in-service education activities and/or self-selected professional growth activities.
3. Meets requirements and standards of the specific job as interpreted through local school district board policy, county regulations and the State of California Education Code.
4. Attends department meetings as required.
5. Serves in various capacities at the district level when required, such as reporting to the Board of Trustees and participating in district committees.

EMPLOYMENT STANDARDS:

- Education: A Master’s Degree in Nursing or an area of specialization related to health and nursing services required.
- Experience: Minimum of three (3) years of successful school nurse experience and (2) years of nursing leadership experience. Administrative experience is desirable.
- Credential(s): California health and development or standard designated services credential in health.
- Licenses: State of California Registered Nurse license in good standing
State of California driver’s license and willingness to use own vehicle
CPR/AED Certificate
Audiometric Certificate

KNOWLEDGE AND ABILITIES:

Knowledge of laws (federal and state) and procedures pertaining to nursing practice and education; operation of health services programs; personnel training; ability to coordinated health services programs; establish, maintain, and manage effective working relationships with staff and community; exercise good judgement in dealing with sensitive interpersonal situations; communicate effectively orally and in writing. Ability to make decision and maintain professional relationships with pupils, parents, supervisor and staff members. Demonstrated ability to be flexible and dependable in implementing job responsibilities. Has successfully demonstrated the ability to provide leadership to multi-disciplinary professional personnel; to effectively develop and manage project budgets; and to effectively present oral and written reports.

WORKING CONDITIONS:

- Environment:
- Office environment
 - Driving a vehicle to conduct work
 - Constant interruptions
 - Variable hours

Physical Demands:

- Dexterity of hands and fingers to operate a computer keyboard
- Seeing to read and interpret a variety of material
- Sitting or standing for extended period of time
- Hearing and speaking to exchange information

Item F. DISCUSSION AND/OR ACTION ITEMS

Agenda Item F.

BACKGROUND:

Based on three current vice principal vacancies for the 2019-20 school year, administration recommends the following candidates for the role of vice principal in Santee School District effective July 1, 2019.

- Karen Hohimer, school administrator in Alpine School District
- Rebecca Nelson, site resource teacher in Chula Vista School District
- Chris Rogers, site resource teacher in Chula Vista School District

RECOMMENDATION:

Administration recommends the Board of Education appoint Karen Hohimer, Rebecca Nelson, and Chris Rogers as vice principals in Santee School District effective July 1, 2019.

FISCAL IMPACT:

Each vice principal appointee will be provided with a salary and benefits package commensurate to the District's posted salary schedule and his/her experience level.

STUDENT ACHIEVEMENT IMPACT:

It is the District's intention to provide essential staffing to support the transitions in education for students, staff, and parents.

Motion: _____ Second: _____ Vote: _____

Agenda Item F.1.1.

Discussion and/or Action Item F.1.2.
Prepared by Dr. Kristin Baranski
June 4, 2019

Appointment of Coordinator Health and
Nursing Services

BACKGROUND:

The coordination and supervision of health-related services for general and special education children has continued to increase. Based on this complexity, administration is recommending the current District Nurse certificated position become a certificated management position.

Administration also recommends the appointment of the current District Nurse, Holly Chisholm for this management position. Holly is a certificated school nurse, holds a Registered Nursing degree, and a Master of Science degree in Jurisprudence specializing in health law and policy. Not only is Holly highly qualified for this position based on her educational experiences but she has also been a significant asset to our school district in maintaining accurate health records for students and improving overall nursing services for students and staff.

RECOMMENDATION:

Administration recommends the Board of Education appoint Holly Chisholm as coordinator of health and nursing services in Santee School District effective July 1, 2019.

FISCAL IMPACT:

The appointee will be provided with a salary and benefits package commensurate to the District's posted salary schedule and his/her experience level.

STUDENT ACHIEVEMENT IMPACT:

It is the District's intention to provide essential staffing to support the transitions in education for students, staff, and parents.

Motion: _____ Second: _____ Vote: _____

Agenda Item F.1.2.

Discussion and/or Action Item F.2.1. Approval of Monthly Financial Report
 Prepared by Karl Christensen
 June 4, 2019

BACKGROUND:

Administration has prepared the accompanying Monthly Financial Report covering the period April 1 through April 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(s):

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 \$13,154,174; cash receipts of \$10,320,284; and disbursements of \$6,088,188 are reflected for the period of April 1, through April 30, 2019 resulting in an ending cash balance of \$17,386,270 as of April 30, 2019.

STUDENT ACHIEVEMENT IMPACT:

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

Motion: _____ Second: _____ Vote: _____

Agenda Item F.2.1.

Monthly Financial Report - April

1

CASH REPORT FOR APRIL

	Actual	Projected*	Difference
Beginning Cash Balance as of April 1, 2019	\$13,154,174	\$13,154,174	\$ -
INCOME			
A. Local Control Funding Formula			
State Aid	2,921,740	2,921,740	\$ -
Property Taxes	5,420,788	5,420,788	\$ -
B. Federal Income			
Federal Funding	679,765	679,765	\$ -
C. State Income			
Lottery	497,335	497,335.00	\$ -
D. Local Income			
Other Local Income	122,395	122,395	\$ -
Spec Ed	572,670	572,670	\$ -
Interest	64,649	64,649	\$ -
E. Due to/Due from other funds	40,942	40,942.00	\$ -
F. Debt Proceeds	-	-	\$ -
TOTAL INCOME	\$10,320,284	\$10,320,284	\$ -
Beginning Balance Plus Income	\$23,474,458	\$23,474,458	\$ -
DISBURSEMENTS			
G. Commercial Warrants	\$ 502,745	\$ 502,745	\$ -
H. Salary and Benefits	5,454,582	5,454,582	\$ -
I. Other Outgo	55,861	55,861	\$ -
J. Interfund Transfers Out	75,000	75,000	\$ -
K. Debt Service	-	-	\$ -
TOTAL DISBURSEMENTS	\$6,088,188	\$6,088,188	\$ -
Ending Cash Balance as of April 30, 2019	\$17,386,270	\$17,386,270	\$ -

* Based on Cash Flow Projection at 2019-20 Budget Adoption- June 2019

**Budget Revisions
Through April 30, 2019
2018-19 Revised Budget**

	<u>Unrestricted</u>	<u>Restricted</u>	<u>Total</u>
Beginning Fund Balance	16,542,538	394,089	16,936,627
Estimated Income	49,852,325	22,337,657	72,189,982
Estimated Expenditures	52,867,126	22,110,467	74,977,593
Change in Fund Balance	(3,014,801)	227,190	(2,787,611)
Projected Ending Fund Balance	13,527,737	621,279	14,149,016
Less: Restricted Program Carryovers	-	621,279	621,279
Less: Non-Spendable			
Prepaid Expenses	375,869	-	375,869
Revolving Cash Fund	20,000	-	20,000
Stores Inventory	88,850	-	88,850
Less: Assigned Vacation Carryover	295,037	-	295,037
Assigned Site Carryover Balances	-	-	-
Less: Economic Uncertainty Reserve	2,249,328	-	2,249,328
Less: Reserve for State Budget Uncertainty	-	-	-
Uncommitted/Unassigned/Unappropriated Fund Balance	10,498,653	-	10,498,653
Fund 17 Projected End of Year Balance	3,020,389	-	3,020,389
Projected Reserves	15,768,371	-	15,768,371
	<u>April</u>	<u>March</u>	
Projected Reserve % 2018-19¹	21.03%	20.45%	
Projected Reserve % 2019-20²	20.35%	20.60%	
Projected Reserve % 2020-21²	16.11%	17.69%	

As a % of the Estimated Expense Total¹

Based on Multi-Year Projection at 2019-20 Budget Adoption- June 2019²

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**
- Case #: 37-2018-00029574-CU-OE-CTL

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

Item J. RECONVENE TO PUBLIC SESSION

Item K. ADJOURNMENT

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