



# 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

In accordance with Government Code Section 54956, written notice is hereby given that the following meeting of the Santee School District Board of Education will be conducted in-person and streamed online.

### JOINING THE MEETING ONLINE ON MICROSOFT TEAMS

[Click this link to join from a PC, Mac, iPad, iPhone, or Android device](#)

*Please note: Public comments are in-person only. Request-to-speak cards are available at the meeting.*



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

**BOARD OF EDUCATION  
REGULAR MEETING  
AGENDA  
March 19, 2024**

### ***District Mission***

*Providing an extraordinary education in an inspiring environment with caring people*

	<u>Page #:</u>
<b>A. OPENING PROCEDURES – 6:00 p.m.</b>	5
1. Call to Order and Welcome	
2. District Mission	
3. Pledge of Allegiance	
4. Approval of Agenda	
<b>B. REPORTS AND PRESENTATIONS</b>	6
1. Superintendent’s Report	
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2. Spotlight on Education: Cajon Park School	12
<b>C. PUBLIC COMMUNICATION</b>	13
<i>During this time, citizens are invited to address the Board of Education about any item not on the agenda. Request-to-speak cards should be submitted in advance. Please note the Board is not allowed to discuss or take any action on an item that is not listed on today’s agenda. However, if deemed appropriate, the Board may refer Administration to follow up on comments. The Board has a policy limiting any speaker to three (3) minutes. Meetings are recorded and streamed live.</i>	

<b>D. PUBLIC HEARING</b>	14
1. Proposed Increase to Level 1 Developer Fees	15
<b>E. CONSENT ITEMS</b>	16
<i>Items listed under Consent are considered to be routine and are acted on by the Board with a single motion. There is no discussion of these items prior to the Board vote unless a member of the Board, staff, or public requests specific items be considered separately. Request-to-speak cards should be submitted in advance.</i>	
<b>Superintendent</b>	
1.1. <b><u>Approval of Minutes</u></b>	17
It is recommended that the Board of Education approve meeting minutes with any necessary modifications.	
<b>Business Services</b>	
2.1. <b><u>Approval/Ratification of Travel Requests</u></b>	34
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. <b><u>Approval/Ratification of Expenditure Warrants</u></b>	36
It is recommended that the Board of Education approve and ratify the expenditure warrants for the period February 1 through February 28, 2024 as presented.	
2.3. <b><u>Approval/Ratification of Purchase Orders</u></b>	38
It is recommended that the Board of Education approve and ratify purchase orders #0000017745 through 0000017931 through issued February 1, through February 29, 2024.	
2.4. <b><u>Approval/Ratification of General Services Agreements</u></b>	48
It is recommended that the Board of Education approve/ratify agreements with General Service Providers as presented.	
2.5. <b><u>Approval/Ratification of Agreements for Mileage Reimbursement In Lieu of District Transportation</u></b>	50
It is recommended that the Board of Education approve/ratify the Parent/Guardian agreements for mileage reimbursement in lieu of District transportation.	
2.6. <b><u>Acceptance of Donations, Grants, and Bequests</u></b>	51
It is recommended that the Board of Education approve of the donations, grants, and/or bequests listed above for the District.	
2.7. <b><u>Approval to Contract through the CUPCAA Informal Bid Process by Awarding the Lowest Responsive and Responsible Bid for Spring Break Projects</u></b>	52
It is recommended that the Board of Education provide approval to contract with the above approved contractors through CUPCAA process to complete Spring Break projects.	
2.8. <b><u>Adoption of Resolution No. 2324-12 Increasing Level 1 Fees on Development Projects</u></b>	53
It is recommended that the Board of Education adopt Resolution No. 2324-12 increasing the Level 1 Fee for development projects in Santee School District to \$3.21/square foot for residential projects and \$0.52/square foot for commercial projects to be effective May 19, 2024, 60 days after adoption.	
2.9. <b><u>Approval of the 2024-25 Transportation Plan</u></b>	57
It is recommended that the Board of Education approve the Santee School District Home to School Transportation Plan.	

**Educational Services**

- 3.1. Approval of Nonpublic Agency Master Contract with SPG Therapy for Speech Therapy** 63  
It is recommended that the Board of Education approve the nonpublic agency master contract with SPG Therapy for speech therapy.
- 3.2. Ratification of Nonpublic School Master Contract with The Institute for Effective Education Nonpublic School Services** 64  
It is recommended that the Board of Education ratify the nonpublic school master contract with The Institute for Effective Education Nonpublic School Services.
- 3.3. Approval of Nonpublic Agency Master Contract with SAI Learning, LLC for IEE in the Area of Assertive Technology** 65  
It is recommended that the Board of Education approve the nonpublic agency master contract with SAI Learning, LLC for IEE in the area of assertive technology.
- 3.4. Approval of Revised Expanded Learning Opportunities Program Plan** 66  
It is recommended that the Board of Education approve the Revised Expanded Learning Opportunities Program Plan to include lunch meals provided for students during the 30 non-instructional days the program operates.
- 3.5. Approval of the Amendment of Nonpublic Agency Master Contract with Verbal Behavior Associates (VBA) for Independent Educational Evaluation (IEE)** 116  
It is recommended that the Board of education approve the Amendment of Nonpublic Agency Master Contract with Verbal Behavior Associates (VBA) for Independent Educational Evaluation (IEE).

**Human Resource/Pupil Services**

- 4.1. Personnel, Regular** 117  
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 Services Agreements** 119  
It is recommended that the Board of Education approve the short-term services agreements.
- 4.3. Approval to Revise Classified Non-Management Job Descriptions: Instructional Media Technician and Paraeducator – Multilingual Learner Support** 120  
It is recommended that the Board of Education approve the revisions to the classified non-management job descriptions.
- 4.4. Approval of Recommendation of Classified Non-Management Reallocation Study** 126  
It is recommended that the Board of Education approve the reallocation recommendations effective July 1, 2024.

- F. DISCUSSION AND/OR ACTION ITEMS** 128  
*Members of the audience wishing to address the Board about any of the following items should submit a request-to-speak card in advance.*

**Superintendent**

- 1.1. Appointment of Director, Fiscal Services** 129  
It is recommended that the Board of Education appoint a Director, Fiscal Services.

**Business Services**

- 2.1. **Monthly Financial Report** 130  
It is recommended that the Board of Education approve the Monthly Financial Report, as presented.

**Human Resource/Pupil Services**

- 3.1. **Adoption of Resolution No. 2324-13, Declaring May 8, 2024 as Santee School District's Day of the Teacher** 133  
It is recommended that the Board of Education recognize certificated employees by declaring May 8, 2024 as Santee School District's "Day of the Teacher".

- 3.2. **Adoption of Resolution 2324-14, Declaring May 19-25, 2024 as Santee School District's Classified School Employees Week** 135  
It is recommended that the Board of Education recognize classified employees by declaring May 19-25, 2024 as Santee School District's "Classified School Employees Week".

- G. **EMPLOYEE ASSOCIATION COMMUNICATION** 137

- H. **BOARD COMMUNICATION AND ORGANIZATIONAL BUSINESS** 137

- I. **CLOSED SESSION** 137

1. **Conference with Labor Negotiator** (Gov't. Code § 54957.6)  
*Purpose:* Negotiations  
*Agency Negotiators:* David MacLeod, Assistant Superintendent  
*Employee Organizations:* Santee Teachers Association (STA); and  
Classified School Employees Association (CSEA)
2. **Public Employee Performance Evaluation** (Gov't. Code § 54957)  
*Superintendent*

- J. **RECONVENE TO PUBLIC SESSION** 137

- K. **ADJOURNMENT** 137

**Please note:** Per SB 343, the supporting documents for this meeting agenda are at the Santee School District Office and will be available for viewing at the meeting. The next regular meeting of the Board of Education will be on April 16, 2024, at 6:00 p.m. 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:

- Burns
- Ryan
- Levens-Craig
- El-Hajj
- Fox

**ITEM A. OPENING PROCEDURES – 6:00 P.M.**

1. Call to Order and Welcome
2. District Mission
  - *Providing an extraordinary education in an inspiring environment with caring people*
3. Pledge of Allegiance
4. Approval of Agenda for the March 19, 2024, regular meeting

Agenda Item A.

## **Item B. REPORTS AND PRESENTATIONS**

The following items are presented for Board information:

1. Superintendent's Report
  - 1.1. Developer Fees Collection Report
  - 1.2. Use of Facilities Report
  - 1.3. Enrollment Report
  - 1.4. Schedule of Upcoming Events
  
2. Spotlight on Education: Cajon Park School

**DEVELOPER FEES COLLECTION REPORT**

**2023-24**

**CUMULATIVE THROUGH March 19, 2024**

Residential Rate: \$2.53 per square foot - effective 3/18/21; \$2.97 per square foot - effective 8/20/2022  
 Commercial Rate: \$0.41 per square foot - effective 5/17/20; \$0.48 per square foot - effective 8/20/2022  
 Self Storage Rate: \$0.03 per square foot - effective 5/17/20; \$0.02 per square foot - effective 8/20/2022

COM	RES	SS	ADDRESS	DATE OF COLLECT.	SQUARE FEET	AMOUNT	SCHOOL OF ATTENDANCE
X			1756 Weld Blvd	07/06/23	361,184	\$173,368.32	PA
	X		7839 Cypress Dr	07/19/23	1,813	\$5,384.61	CFH
	X		7838 Cypress Dr	07/19/23	1,813	\$5,384.61	CFH
	X		7835 Cypress Dr	07/19/23	1,746	\$5,185.62	CFH
	X		7834 Cypress Dr	07/19/23	1,746	\$5,185.62	CFH
	X		7831 Cypress Dr	07/19/23	1,818	\$5,399.46	CFH
	X		7830 Cypress Dr	07/19/23	1,818	\$5,399.46	CFH
	X		7829 Cypress Dr	07/19/23	1,813	\$5,384.61	CFH
	X		7828 Cypress Dr	07/19/23	1,813	\$5,384.61	CFH
	X		7825 Cypress Dr	07/19/23	1,746	\$5,185.62	CFH
	X		7824 Cypress Dr	07/19/23	1,746	\$5,185.62	CFH
	X		7821 Cypress Dr	07/19/23	1,818	\$5,399.46	CFH
	X		7820 Cypress Dr	07/19/23	1,818	\$5,399.46	CFH
X			8801 Mission Gorge Road	07/19/23	48,913	\$23,478.24	CO
	X		8614 Dunwoodie Rd.	07/26/23	1,000	\$2,970.00	CO
	X		7808 Cypress Dr.	08/01/23	1,813	\$5,384.61	CFH
	X		7819 Cypress Dr	08/01/23	1,813	\$5,384.61	CFH
	X		7818 Cypress Dr	08/01/23	1,813	\$5,384.61	CFH
	X		7809 Cypress Dr	08/01/23	1,813	\$5,384.61	CFH
	X		7811 Cypress Dr	08/01/23	1,818	\$5,399.46	CFH
	X		7810 Cypress Dr	08/01/23	1,818	\$5,399.46	CFH
	X		7801 Cypress Dr	08/01/23	1,818	\$5,399.46	CFH
	X		7800 Cypress Dr	08/01/23	1,818	\$5,399.46	CFH
	X		7805 Cypress Dr	08/01/23	1,746	\$5,185.62	CFH
	X		7804 Cypress Dr	08/01/23	1,746	\$5,185.62	CFH
	X		7814 Cypress Dr	08/01/23	1,746	\$5,185.62	CFH
	X		7815 Cypress Dr	08/01/23	1,746	\$5,185.62	CFH
	X		10396 Sandy Cove Way	08/30/23	2,384	\$7,080.48	HC
	X		10341 River Bluff Dr	08/30/23	2,016	\$5,987.52	HC
	X		10373 River Bluff Dr	8/30/2023	2,226	\$6,611.22	HC
	X		10300 Sandy Cove Way	08/30/23	2,016	\$5,987.52	HC
	X		10319 River Bluff Dr	08/30/23	2,016	\$5,987.52	HC
<b>TOTAL PAGE 1</b>						<b>\$359,228.34</b>	

\*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

**DEVELOPER FEES COLLECTION REPORT**  
**2023-24**  
**CUMULATIVE THROUGH March 19, 2024**

Residential Rate: \$2.53 per square foot - effective 3/18/21; \$2.97 per square foot - effective 8/20/2022  
Commercial Rate: \$0.41 per square foot - effective 5/17/20; \$0.48 per square foot - effective 8/20/2022  
Self Storage Rate: \$0.03 per square foot - effective 5/17/20; \$0.02 per square foot - effective 8/20/2022

COM	RES	ADDRESS	DATE OF COLLECT.	SQUARE FEET	AMOUNT	SCHOOL OF ATTENDANCE
	X	10372 Sandy Cove Way	08/30/23	2,016	\$5,987.52	HC
	X	10348 Sandy Cove Way	08/30/23	2,384	\$7,080.48	HC
	X	10349 River Bluff Dr	08/30/23	2,384	\$7,080.48	HC
	X	10327 River Bluff Dr	08/30/23	2,384	\$7,080.48	HC
	X	10381 River Bluff Dr	08/30/23	2,384	\$7,080.48	HC
	X	10365 River Bluff Dr	08/30/23	2,384	\$7,080.48	HC
	X	10335 River Bluff Dr	08/30/23	2,226	\$6,611.22	HC
	X	10303 River Bluff Dr	08/30/23	2,226	\$6,611.22	HC
	X	10357 River Bluff Dr	08/30/23	2,226	\$6,611.22	HC
	X	10384 Sandy Cove Way	08/30/23	2,226	\$6,611.22	HC
	X	10360 Sandy Cove Way	08/30/23	2,226	\$6,611.22	HC
	X	10393 River Bluff Dr	08/30/23	2,016	\$5,987.52	HC
	X	8708 Cottonwood Ave	09/07/23	1,118	\$3,320.46	PA
X		8708 Cottonwood Ave	09/07/23	880	\$422.40	PA
	X	8654 Ellsworth Lane	09/13/23	960	\$2,851.20	PA
	X	9771 Abbeywood Rd	10/30/23	1,198	\$3,558.06	RS
	X	9918 Beck Dr	11/27/23	865	\$2,569.05	RS
	X	9450 Kaschube Way	12/05/23	752	\$2,233.44	CO
	X	8509 Marrokal Lane	12/21/23	2,556	\$7,591.32	CFH
	X	1321 Roxanne Dr SFD	01/04/24	871	\$2,586.87	PD
	X	1353 Somermond Dr ADU	01/16/24	600	\$1,782.00	PD
	X	9939 Pratt Ct	01/18/24	661	\$1,963.17	RS
	X	8228 Poinciana Dr ADU	01/19/24	482	\$0.00	PD
	X	8509 Marrokal Lane - Bldgs 2 and 3	02/13/24	22,728	\$67,502.16	CFH
	X	8627-8651 Amherst St & 8530-8546 Dartmouth St.	02/27/24	19,060	\$56,608.20	CFH
	X	9647 Canbury	02/29/24	658	\$1,954.26	RS
<b>TOTAL</b>					<b>\$594,604.47</b>	

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



**Requests for Use of Facilities**

<i>Fiscal Year:</i> 2023-2024		<i>Report For:</i> March 19, 2024											<i>Week Starting</i>	
Site	Organization	Facility(ies) Used	Date From	Date To	Day(s) of the Week	From Time	To Time	Total Days	Total Hours	Attend	Fees	This Week	Board Meeting	
Carlton Oaks	PTA - Spring Dance	Multi-Purpose Room	4/13/2024	4/13/2024	Saturday	2:00 PM	9:00 PM	1			TBD		3/19/2024	
Hill Creek	PTSA Family Glow Dance	Multi-Purpose Room	3/8/2024	3/8/2024	Friday	4:30 PM	8:30 PM	1					3/19/2024	
Pepper Drive	PTA Science Night & Mtg	Lunch Area/M/P Room	3/15/2024	3/15/2024	Friday	4:00 PM	7:00 PM	1					3/19/2024	
PRIDE Academy	Santee Natl Little League	Grass Field No. End/Upper	1/1/2024	6/30/2024	Mon - Fri	4:00 PM	9:30 PM	130			\$5/player		3/19/2024	
PRIDE Academy	Santee Natl Little League	Grass Field No. End/Upper	1/1/2024	6/30/2024	Sat & Sun	7:00 AM	9:30 PM	52			\$5/player		3/19/2024	
PRIDE Academy	NFL Flag Football SD	Grass Field So. End/Upper	1/10/2024	2/15/2024	Wed & Thurs	4:00 PM	5:00 PM	12					3/19/2024	
PRIDE Academy	PTA Fun Run Prep	Classroom	3/6/2024	3/6/2024	Wednesday	9:00 AM	2:00 PM	1					3/19/2024	
PRIDE Academy	PTA Family Book Bingo	Multi-Purpose Room	3/8/2024	3/8/2024	Friday	4:00 PM	7:00 PM	1					3/19/2024	
PRIDE Academy	NFL Flag Football SD	Grass Field So. End/Upper	3/4/2024	5/9/2024	Mon - Thurs	4:00 PM	7:00 PM	42					3/19/2024	
PRIDE Academy	West Hills Little League	Grass Field No. End/Upper	3/4/2024	6/30/2024	Mon - Fri	4:00 PM	6:00 PM	85			\$5/player		3/19/2024	
PRIDE Academy	PTA Spring Family Dance	Lower Blacktop	4/12/2024	4/12/2024	Friday	2:30 PM	9:00 PM	1					3/19/2024	
PRIDE Academy	Expanded Learning Programs Heritage Festival	Lower Playground	4/18/2024	4/18/2024	Thursday	2:30 PM	6:00 PM	1					3/19/2024	
Rio Seco	Expanded Learning Programs Summer Camp Parent Sign In/Sign Out	Multi-Purpose Room	6/29/2024	8/9/2024	Monday	7:00 AM	6:00 PM	32					3/19/2024	

**Santee School District  
ENROLLMENT REPORT  
3/15/2024  
Month 8 Week 4  
School Week 30**

SCHOOL	REGULAR ED												SPECIAL ED												Total All						
	TK5	K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	03/15/24	03/17/23	# Diff	% Diff	TK5	K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	03/15/24	03/17/23	# Diff	% Diff	03/15/24	03/08/24	# Diff
Cajon Park	34	49	71	75	69	80	99	98	111	102	788	816	-28	-3.4%	7	11	7	11	8	6	7	11	5	73	69	4	5.8%	861	861	0	
Carlton Hills	15	47	50	51	56	53	55	57	59	66	509	523	-14	-2.7%	8	10	11	7	4	8	3	6	1	58	55	3	5.5%	567	566	1	
Carlton Oaks	33	67	69	86	79	67	81	83	93	113	771	773	-2	-0.3%	7	11	8	6	9	7	15	11	13	87	84	3	3.6%	858	858	0	
Chet F. Harritt	17	54	65	68	65	69	58	63	55	76	590	590	0	0.0%	0	0	0	0	0	3	4	9	3	19	20	-1	-5.0%	609	610	-1	
Hill Creek	31	65	77	70	73	76	78	61	70	55	656	636	20	3.1%	4	5	4	4	7	0	0	0	0	24	28	-4	-14.3%	680	680	0	
Pepper Drive	14	61	65	55	75	51	81	84	85	76	647	690	-43	-6.2%	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	647	646	1
Pride Academy	20	52	57	61	66	66	45	52	63	59	541	567	-26	-4.6%	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%	541	542	-1
Rio Seco	20	68	79	101	99	84	89	86	119	78	823	864	-41	-4.7%	4	4	7	8	10	6	9	12	10	70	77	-7	-9.1%	893	896	-3	
Sycamore Canyon	31	46	38	48	48	49	26	41	0	0	327	321	6	1.9%	13	0	0	0	0	0	0	0	0	13	0	13	0.0%	340	341	-1	
<b>SUBTOTAL</b>	<b>215</b>	<b>509</b>	<b>571</b>	<b>615</b>	<b>630</b>	<b>595</b>	<b>612</b>	<b>625</b>	<b>655</b>	<b>625</b>	<b>5652</b>	<b>5780</b>	<b>-128</b>	<b>-2.2%</b>	<b>13</b>	<b>30</b>	<b>41</b>	<b>37</b>	<b>36</b>	<b>38</b>	<b>30</b>	<b>38</b>	<b>49</b>	<b>32</b>	<b>344</b>	<b>333</b>	<b>11</b>	<b>3.3%</b>	<b>5996</b>	<b>6000</b>	<b>-4</b>
Alternative School	0	2	3	1	1	1	2	1	1	4	16	13	3	23.1%											0	0	0	0.0%	16	15	1
Santee Success											6	7	-1	-14.3%											0	0	0	0.0%	6	6	0
NPS											0	0	0	0.0%	0	0	0	0	0	2	2	3	3	3	13	11	2	18.2%	13	13	0
<b>SUBTOTAL</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>8</b>	<b>22</b>	<b>20</b>	<b>2</b>	<b>10.0%</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>13</b>	<b>11</b>	<b>2</b>	<b>18.2%</b>	<b>35</b>	<b>34</b>	<b>1</b>	
<b>TOTAL</b>	<b>215</b>	<b>511</b>	<b>574</b>	<b>616</b>	<b>631</b>	<b>596</b>	<b>614</b>	<b>626</b>	<b>658</b>	<b>633</b>	<b>5674</b>	<b>5,800</b>	<b>-126</b>	<b>-2.2%</b>	<b>13</b>	<b>30</b>	<b>41</b>	<b>37</b>	<b>36</b>	<b>40</b>	<b>32</b>	<b>41</b>	<b>52</b>	<b>35</b>	<b>357</b>	<b>344</b>	<b>13</b>	<b>3.8%</b>	<b>6031</b>	<b>6034</b>	<b>-3</b>

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

Prepared by R.Wright

	PK	TK4	Total All
Cajon Park	0	8	869
Carlton Hills	0	5	572
Carlton Oaks	0	10	868
Chet F Harritt	0	7	616
Hill Creek	0	14	694
Pepper Dr	0	6	653
Pride Academy	0	4	545
Rio Seco	0	4	897
Sycamore Canyon	99	11	450
ALT	0	0	16
<b>Total PK/EAK</b>	<b>99</b>	<b>69</b>	<b>168</b>

<b>Total Enrollment Including PK/TK4</b>
<b>6199</b>

# Schedule of Upcoming Events

**Meeting Locations:**

Educational Resource Center (ERC) – 9619 Cuyamaca, Santee  
 District Office (DO) Conference Room – 9625 Cuyamaca, Santee

Date	Event
March 19	Board of Education Meeting; 6:00 pm, ERC
March 25 – April 5	Spring Break – Schools Closed; District Office Hours Vary
April 11	District Advisory Committee (DAC); 6:00 pm, ERC
April 12	District English Learner Advisory Committee (DELAC); 9:00 am, ERC
*April 16	Board of Education Meeting; 6:00 pm, ERC
May 6	Communication Committee; 3:30 pm, ERC
May 7	Board of Education Meeting; 6:00 pm, ERC
May 8 (moved from April 24)	Wellness Advisory Committee; 3:30 pm; DO Conf Room
May 9	District Advisory (DAC) and Special Education Advisory Committees (joint meeting); 6:00 pm, ERC
May 17 (moved from May 10)	District English Learner Advisory Committee (DELAC); 9:00 am, ERC
May 23	Character Education and School Climate Advisory Committee; 4:00 pm, ERC
May 21	Board of Education Meeting; 6:00 pm, ERC
May 27	Memorial Day
June 4	Board of Education Meeting; 6:00 pm, ERC
June 12	Last Day of School
June 18	Board of Education Meeting; 6:00 pm, ERC

\*No regular meeting is scheduled for April 2 due to the holiday break schedules.

Reports and Presentations Item B.2.  
Prepared by Dr. Kristin Baranski  
March 19, 2024

Spotlight on Education: Cajon Park School

**BACKGROUND:**

Cajon Park School staff will be present this evening to provide the Board of Education with an update on student assessment and survey results from the 2022-23 school year. School staff will also inform the Board of student academic and climate and culture goals for the 2023-24 school year.

Agenda Item B.2.

## **Item C. PUBLIC COMMUNICATION**

*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. Please note the Board is not allowed to discuss or take any action on an item that is not listed on today's agenda. However, if deemed appropriate, the Board may refer Administration to follow up on comments. The Board has a policy limiting any speaker to three (3) minutes. Meetings are recorded and streamed live.*

**Item D. PUBLIC HEARING**

Agenda Item D.

**BACKGROUND:**

Government Code 65995 regulates the collection of Developer Fees under various circumstances. There are 3 levels of fees, each requiring certain documentation and conditions before the fee can be levied.

- Level 1 fees are the current statutory fees (also referred to as “Stirling Fees”) allowed under Education Code section 17620.
- Level 2 fees are outlined in Government Code section 65995.5, and allow school districts to impose higher fees on residential construction if certain conditions are met. This level of developer fees is subject to a School Facility Needs Analysis (“SFNA”) based on Government Code section 65995.6.
- Level 3 developer fees are outlined in Government Code section 65995.7, and may be implemented by a district if the State certifies that there is no money available for facilities.

On November 7, 2023 the Board of Education approved consulting with Capital Public Finance Group, LLC to conduct our Developer Fee Justification Study.

The District has met the nexus requirements described in Government Code section 66001 to pursue Level 1 Developer Fees. The District is justified in charging up to the statutory maximum developer fee of \$5.17 per square foot of residential development and \$0.84 per square foot of commercial/industrial development.

As an elementary district sharing boundaries with Grossmont High School District serving grades 9-12, the District must split this statutory maximum fee with the High School District based on each district’s agreed upon share of the fee. Therefore, the District can levy developer fees up to 62% of the maximum statutory fee, or \$3.21 per square foot of residential construction and \$0.52 per square foot of commercial/industrial construction, except for rental self-storage facilities, which are justified up to a fee of \$0.04 per square foot. In accordance with Government Code section 66016.5(a), this study has identified the existing level of service for the Elementary District’s school facilities and the new proposed level of service, and explained why the new level of service is appropriate.

<b>Fee Type</b>	<b>Residential</b>	<b>Commercial</b>
Previous Level 1 Fee (62%)	\$2.97	\$0.48
New Level 1 Fee (62%)	\$3.21	\$0.52

\*Except Rental Self Storage Facilities which will be charged \$0.04

Notice of the proposed fee increase and the public hearing have been published in The San Diego Daily Transcript on February 23 and February 29, 2024. The public hearing for the proposed implementation of the developer fee adjustment is scheduled for tonight. After the hearing has been concluded, this item will be presented to the Board of Education for approval.

## **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 discussion of these items prior to the Board vote unless a member of the Board, staff, or public requests specific items be considered separately. Requests-to-speak should be submitted in advance.*

Agenda Item E.



Consent Item E.1.1.  
Prepared by Dr. Kristin Baranski  
March 19, 2024

Approval of Minutes

**BACKGROUND:**

Presented for Board approval –

- March 5, 2024, regular and special meeting minutes
- February 27, 2024, 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  
REGULAR MEETING  
OF THE BOARD OF EDUCATION**

March 5, 2024  
**MINUTES**

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

**A. OPENING PROCEDURES**

**1. Call to Order and Welcome**

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

Members present:

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

Administration present:

- Dr. Kristin Baranski, Superintendent
- Dr. Marcia Hamilton, Assistant Superintendent, Business Services
- Dr. Lisa Paisley, Assistant Superintendent, Educational Services
- David MacLeod, Assistant Superintendent, Human Resources/Pupil Services
- Lisa Arreola, Executive Assistant and Recording Secretary

President Burns noted Member Fox was not in attendance and expressed his gratitude towards the Board for facilitating the Student Forum prior the meeting. He explained the forum conflicted with his son's first baseball game.

**2. District Mission**

President Burns invited everyone to recite the District Mission.

**3. Pledge of Allegiance**

Matt Marsman, Systems Administrator, led the Pledge of Allegiance.

**4. Approval of Agenda**

President Burns presented the agenda for approval. Member El-Hajj moved approval.

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

**B. REPORTS AND PRESENTATIONS**

**1. Superintendent's Report**

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

**2. Spotlight: Tory Long, Director, Fiscal Services**

Superintendent Baranski shared Mrs. Tory Long was being promoted to a Chief Business Officer position outside the District. On behalf of the Board, President Burns and Superintendent Baranski expressed appreciation for her 16 years of service to the Santee School District students, staff, and community.

**C. PUBLIC COMMUNICATION**

President Burns invited members of the audience to address the Board about any item not on the agenda. There were two (2) requests to speak.

Robyn Larson, VAPA teacher at PRIDE Academy, through a performance using “cups” shared how students are being challenged and enjoying learning a variety of instruments and music.

Jennifer LaCross, teacher at Carlton Oaks and parent, discussed using the zone of desired effects methodology in her classroom and using unpaid time to plan her lessons. She stressed the need for paid time to plan and collaborate.

**D. CONSENT ITEMS**

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

- 1.1. Approval of Minutes
- 2.1. Approval/Ratification of Travel Requests
- 2.2. Approval/Ratification of Revolving Cash Report
- 2.3. Approval/Ratification of Expenditure Transactions Charged to District Issued Purchasing Cards (P-Cards)
- 2.4. Acceptance of Donations, Grants, and Bequests
- 2.5. Approval/Ratification of General Services Agreements
- 2.6. Approval of Agreement with SDG&E Power Your Drive for Fleets Make-Ready Infrastructure Program
- 3.1. Approval of Extended Field Trip Request for Students to Attend Spring Jam, Sponsored by the San Diego County Office of Education (SDCOE)
- 4.1. Personnel, Regular
- 4.2. Adoption of Resolution No. 2324-10 for Release of Temporary Certificated Non-Management Employees
- 4.3. Adoption of Resolution No. 2324-11 to Reduce and/or Eliminate Classified Non-Management Positions
- 4.4. Approval to Revise Classified Non-Management Job Description: Student Support Assistant
- 4.5. Adoption of Salary Schedule for Assistant Superintendents for 2017 – 2023 School Years
- 4.6. Ratification of Short-Term Positions

President Burns explained AB 438 modified the Education Code’s classified layoff statutes, creating additional protections for classified employees and required school districts to provide classified layoffs notices by March 15. He noted item D.4.3. Adoption of Resolution No. 2324-11 to Reduce and/or Eliminate Classified Non-Management Employees was presented for adoption prior to the State’s budget May revise. Member El-Hajj moved approval.

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

**E. DISCUSSION AND/OR ACTION ITEMS**

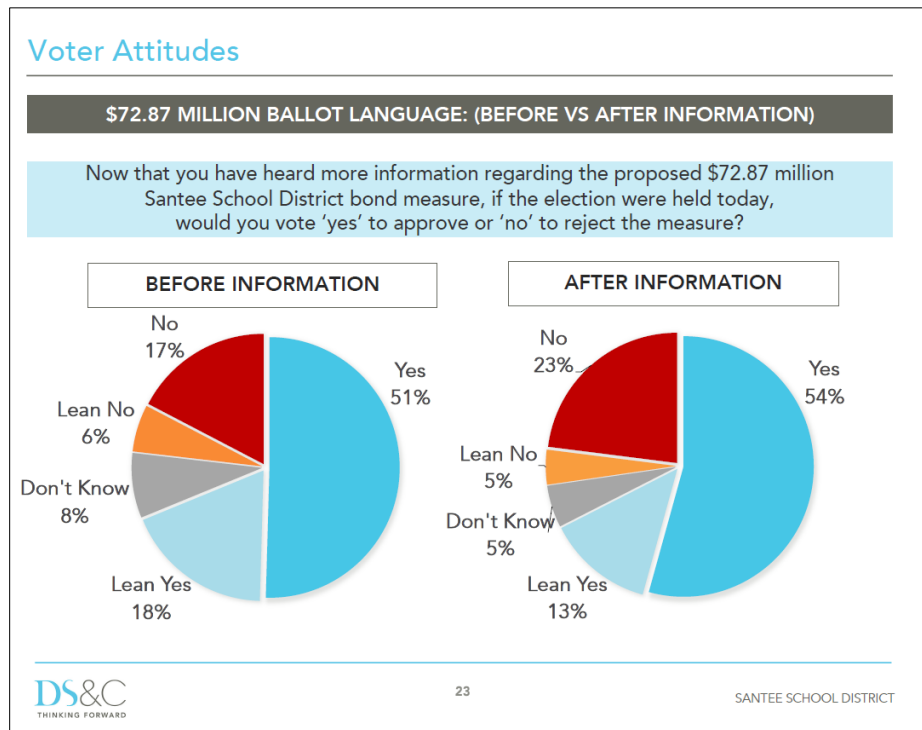
**Business Services**

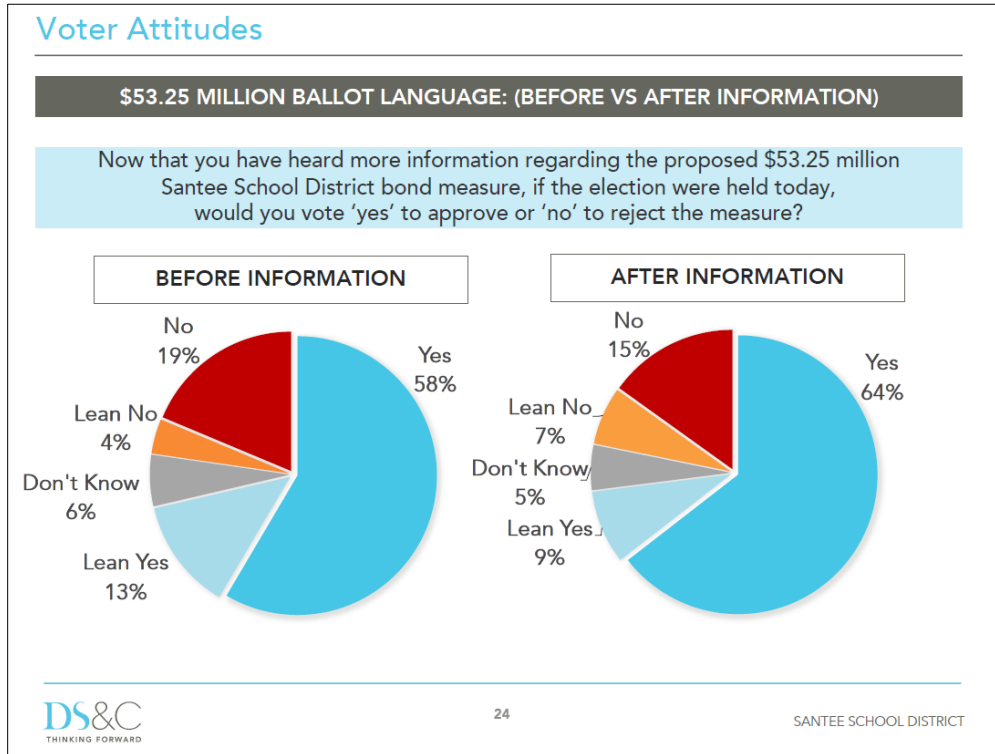
**1.1. Voter Survey Results for a Potential Future Bond**

At the October 17, 2023 meeting, Administration provided the Board of Education with information on four (4) bond options as a follow-up to a presentation at the July 2023 meeting. The presentation highlighted a variety of projects to improve the safety and security of school campuses, implement water and energy efficiency measures, and improve/renovate classrooms and playgrounds. On November 7, the Board of Education

contracted with Dale Scott & Company to conduct voter survey research. Dr. Marcia Hamilton, Assistant Superintendent of Business Services, invited Dale Scott, the District's financial advisor, to present the outcome of the voter survey research.

Mr. Scott noted there are 40,218 registered voters within the Santee School District boundaries (30% Democrat; 41% Republican; and 29% Other) and shared the voter turnout for Presidential elections is greater than for Gubernatorial and/or Primary elections. A total of 404 surveys were conducted from February 6-12, 2024, via cell phone (44%), text-to-web (40%), landlines (9%), and email-to-web (7%), with the average length of the survey being 11.75 minutes. He noted a 4.876% margin of error for the survey. Callers were surveyed on experience with the District (children/grandchildren currently attending the District); public schools within the community (Santee schools are the community's most important asset and priority); schools' impact on property values; and completed projects with Measure S funds. Registered voters were then asked if the election was held today would they vote "yes" to approve or "no" to reject the \$72.87 million bond, of which 51% - yes; 17% - No; 18% - lean yes; 8% - don't know; and 6% - lean no. Registered voters were then asked if the election were held today, would you vote "yes" to approve or "no" to reject a \$53.25 million bond, of which 58% - yes; 19% - No; 13% - lean yes; 6% - don't know; and 4% - lean no. Mr. Scott explained the survey also included impacts of specific projects (i.e., replace leaky pipes and outdated plumbing systems, install keyless point-of-entry, additional fencing and gates around schools, solar panel installation, expand electric bus fleet, etc.); Use of Funds (i.e., funds spent locally and could not be taken by State; funds would not be used for administrator salaries or benefits, etc.); and support based on their Tax Rate Sensitivity (i.e., cost <\$15 per \$100,000 of assessed value per year; cost <\$25 per \$100,000 of assessed value per year; cost <\$30 per \$100,000 of assessed value per year, etc.). Mr. Scott shared overall survey results shows support for the bond as follows:





In preparation for the November 2024 election, the Board must pass a resolution (a 4-0 vote is required) by May 7 and submit to the San Diego County Taxpayers Association (SDCTA) by the May 9 deadline.

Superintendent Baranski noted the SDCTA is aware the material being presented by the District is prior to the Board's consideration of the resolution and contingent to Board approval.

**1.2. Approval of Second Interim Report for 2023-24**

Dr. Marcia Hamilton, Assistant Superintendent of Business Services, expressed her gratitude towards Mrs. Tory Long, Fiscal Services Director, for her assistance with the completion of the report and asked the Board to approve a positive certification for the Second Interim Report regarding the District's ability to meet its financial obligations for the 2023-24 fiscal year and two subsequent years. Dr. Hamilton noted more detailed information would be shared during the budget workshop. Member Levens-Craig moved approval.

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

**F. BOARD POLICIES AND BYLAWS**

President Burns presented BP 6164.4 – Identification and Evaluation of Individuals for Special Education; and BP 6159.1 – Procedural Safeguards and Complaints for Special Education as second readings and request for approval.

**1.1. Second Reading: Revised Board Policies (BP)/Administrative Regulation (AR):**

- BP 6164.4 – Identification and Evaluation of Individuals for Special Education
- BP 6159.1 – Procedural Safeguards and Complaints for Special Education

Member Ryan moved approval.

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

President Burns noted the meeting would transition to the Budget workshop.

**G. BUDGET WORKSHOP**

Dr. Marcia Hamilton, Assistant Superintendent, Business Services explained District funding was categorized as General Restricted/Unrestricted (Fund 01); Child Development (Fund 12); Cafeteria (Fund 13); Deferred Maintenance (Fund 14); Special Reserve (Fund 17); Capital Facilities (Fund 25); Special Fund 40; and Enterprise (Fund 63). She shared the District also receives one time money and ongoing revenues; noted the required distribution to Fund 14 each year; and explained the importance of using ongoing revenue for ongoing expenses and one-time funding for one-time expenses. She clarified unrestricted funds did not have spending restrictions, but restricted funds were allocated for specific use. Dr. Hamilton noted the sources of money for the Restricted/Unrestricted (Fund 01) include Federal (4%) for Title I/II and special education programs; State (86%) from personal income tax, sales and use, corporate tax; and Local (10%) from property tax, medical funding and SBHIP funds. These funds are usually expended for staff/benefits, books and supplies, contracted services, and capital outlay (long-term assets).

Dr. Hamilton explained that 86% of the District’s budget is from the State and noted the importance of learning the State’s development of the budget and the implications to the District. Dr. Hamilton shared that in governmental/educational budgeting three-years are taken into consideration, the prior year, current year, and future years. She explained that during the current year (i.e., 2023-24), the District is receiving actual expenses and accounting for revenues and expenditures for the prior year (2022-23); while looking at First- and Second-Interim reports, verifying revenue was received as expected and that expenditures are being expended as expected, etc. for the current year (2023-24); while planning for future years (2024-25).

Dr. Hamilton explained the Governor presents his annual proposed State budget in January for the upcoming year and noted there were two things she wanted to point out for this year; the significant shortfall in revenues coming in and the reduction to the Cost of Living Adjustment (COLA).

Dr. Hamilton noted the \$38 billion shortfall was attributed to the tax deferrals provided to the top one percent (1%) highest income earners in California. She explained that when the State adopted their budget, and the District did also, some of those revenues the District would have received in April, were deferred to November or later. The State overestimated how much revenue it would receive, creating the \$38 billion shortfall.

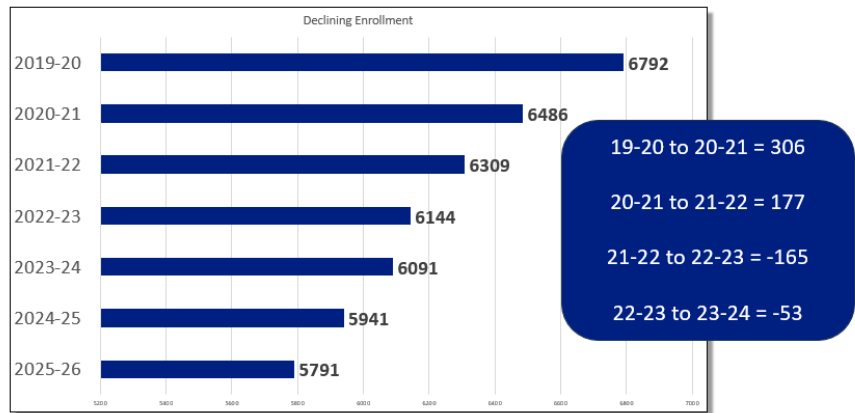
Dr. Hamilton explained school districts are funded through Prop 98 which was short \$11.3 billion, of which \$9 billion was from 2022-23. She shared the good news is that Governor Newsom is protecting K-12 education and filling the \$11.3 billion gap by borrowing funds from the non-K12 and Prop 98 Rainy Day Fund, rather than taking money back from the school districts for the 2022-23 school year. The second point is the reduction of Cost-of-Living Adjustment (COLA). The COLA, adopted in June, was estimated to be 3.94% for the 2024-25 fiscal year. Dr. Hamilton explained that when it was released in January, it decreased from 3.94% to 0.76%. She noted the 0.76% was tentative contingent to the May Revise and adopted budget. Dr. Hamilton noted this is estimated to be \$2.5 - \$3 million less in 2024-25 Local Control Funding Formula (LCFF) funding for the District, in comparison to 2023-24.

2024 Budget	What Does this Mean	Impacts to the District
\$38 billion Shortfall	\$11.3 billion Shortfall for K-12	Borrowing from Non-K-12 and Prop 98 Rainy Day Fund
Reduction in COLA	24-25 COLA from 3.94% to 0.76%*	\$2.5 - \$3.0 million Less in 24-25 LCFF Funding

\*Tentative until May Revise and Adopted budget

Dr. Hamilton explained that District takes several factors into consideration when developing the budget. One of the factors is enrollment. She noted the District is experiencing declining enrollment and noted a loss of approximately 701 students over the last four years. Dr. Hamilton noted the decline has started to slow and the expansion of TK has slightly increased enrollment.

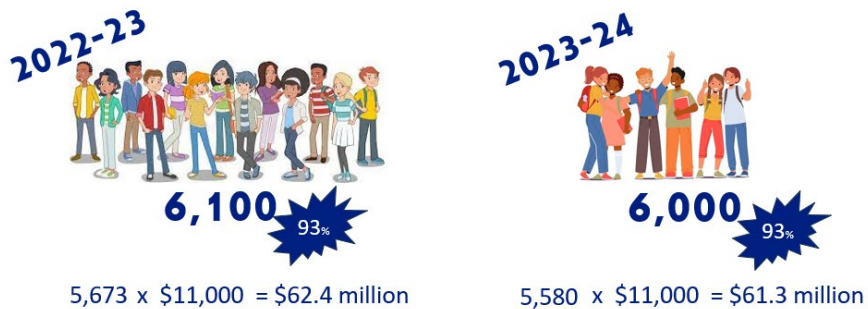
## Factors - Declining Enrollment



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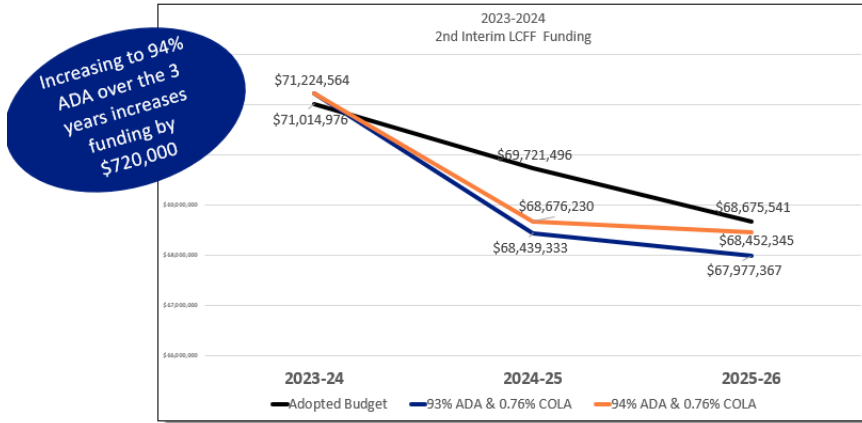
Dr. Hamilton noted Districts are not funded on enrollment but funded by their students' average daily attendance (ADA). She explained that in 2022-23 there were 6,100 students enrolled with an average attendance of 93%, resulting in the District getting funded for 5,673 ADA rather than 6,100 students, this is equivalent to \$62.4 million. In 2023-24, there were 6,000 students enrolled with an average attendance of 93%, resulting in 5,580 ADA and that is equivalent to \$61.3 million. She noted that the loss of approximately \$1 million by losing 100 students with an average daily attendance of 93%. Dr. Hamilton shared that prior to the pandemic, the District's average daily attendance was 96-98% and not being able to raise the ADA meant loss in revenue in the LCFF.

## Factors - Average Daily Attendance



Dr. Hamilton shared a graph with ADA funding for 2023-24, 2024-25, and 2025-26 from the 2023-24 2<sup>nd</sup> Interim LCFF Funding. The graph showed the 2023-24 adopted budget with estimated 3.94% COLA and 93% ADA, the 2024-25 estimated budget based on 93% ADA and 0.76% COLA, compared to having 94% ADA with the 0.76% COLA for 2024-25; and noted that increasing to 94% ADA over the three (3) years increases funding by \$720,000.

## Factors - Average Daily Attendance



Dr. Hamilton discussed the General Fund Revenues and noted 23% of General Funds (\$22,579,290) are *Restricted* and 77% *Unrestricted* (\$74,684,008). The Unrestricted General fund is composed of LCFF (94%), Federal (<1%), State (3%), and Local (3%) funds. She noted that any cost-saving changes would have to be made through the LCAP.

Dr. Hamilton discussed the 2023-24 COLA of 8.22% and how it is allocated to the District through the LCFF. She explained the State provides *Base Grant* and for 2022-23 they were \$9,166 for TK-3; \$9,304 for 4-6; and \$9,580 for 7-8 for each grade span. When the 8.22% COLA is applied the adjusted base grants are as follows: \$9,919 for TK-3; \$10,069 for 4-6; and \$10,367 for 7-8.

### 2023-24 COLA for Santee School District

Factor	Component	Grade Spans				Total	
		TK(INFO)	TK-3	4-6	7-8		
<b>Base Grant</b>	Prior Year Base Grant	\$2,813.00	\$9,166.00	\$9,304.00	\$9,580.00		
	COLA	8.22000%	8.22000%	8.22000%	8.22000%		
	Adjusted	\$3,044.00	\$9,919.00	\$10,069.00	\$10,367.00		
<b>Augmentations</b>	TK-3 CSR	\$3,044.00	\$1,032.00			69%	
<b>Supplemental</b>	EL Student Counts CBEDs					575	
	F/R Student Counts CBEDs					2,196	
	EL not F/R Counts CBEDs					179	
	Total Estimated Unduplicated Count for Supplemental					2,375	
	Current Year CBEDs Enrollment					6,091	
	Estimated % of Population for Supplemental					38.99%	
	Supplement to Base Amount per Student		\$2,190.20	\$2,013.80	\$2,073.40	20.00%	
	Supplement to Base Weighted for District		\$856.00	\$787.00	\$811.00		
	<b>Total</b>	Per Student Grant	\$3,044.00	\$11,807.00	\$10,856.00	\$11,178.00	
	<b>ADA</b>	Total	212.97	2,784.80	2,057.87	1,287.38	6,130.05
<b>Entitlement Funding</b>	Base Grant		27,622,431	20,720,693	13,346,268	61,689,393	
	Supplemental		2,383,789	1,619,544	1,044,065	5,047,398	
	Concentration		0	0	0	0	
	K-3 CSR (2020-21 Target = 24:1)	648,281	2,873,914			3,522,194	
	Sub-Total	648,281	32,880,134	22,340,237	14,390,334	70,258,985	
<b>Add-Ons</b>	Home to School Transportation					555,321 41	
	TIIG					576,547	
	Adjustment					1,491	
<b>Total</b>	<b>Total Estimated 2023-24 Target</b>				<b>Per ADA: \$11,618.92</b>	<b>71,224,564</b>	
<b>Current Funding</b>	Prior Year LCFF Funding (Adjusted for ADA changes)					68,578,638	
	Difference					2,645,926	
	Adjustment						
100.00%	Estimated 2023-24 LCFF Funding Increase				3.86%	2,645,926	

The District also receives augmentations for TK and for 2022-23 it was of \$2,813 and when the 8.22% COLA is applied the new augmentation rate for 2023-24 is 43,044 for TK and \$1,032 for Class Size Reduction. She explained the *Augmentations* were for TK and for class size reduction for TK-3.



### 2023-24 COLA for Santee School District

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	<b>Total</b>	Per Student Grant	\$3,044.00	\$11,807.00	\$10,856.00	\$11,178.00	
	<b>ADA</b>	Total	212.97	2,784.80	2,057.87	1,287.38	6,130.05
<b>Entitlement Funding</b>	Base Grant		27,622,431	20,720,693	13,346,268	61,689,393	
	Supplemental		2,383,789	1,619,544	1,044,065	5,047,398	
	Concentration		0	0	0	0	
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<b>Total</b>	<b>Total Estimated 2023-24 Target</b>			<b>Per ADA:</b>	<b>\$11,618.92</b>	<b>71,224,564</b>	
<b>Current Funding</b>	Prior Year LCFF Funding (Adjusted for ADA changes)					68,578,638	
	Difference					2,645,926	
	Adjustment						
	100.00%	Estimated 2023-24 LCFF Funding Increase				3.86%	2,645,926

Dr. Hamilton noted the District could earn up to 20% of the Base Grant in *Supplemental* funds if you have a certain percentage of unduplicated pupils. She explained the District's unduplicated pupils (i.e., English Learners, Free/Reduced Lunch, Foster Youth, etc.) is 38.99%, and the *Supplemental to Base Weighted* amount for the District is \$856 for TK-3, \$787 for 4-6, and \$811 for 7-8.

### 2023-24 COLA for Santee School District

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	Supplemental		2,383,789	1,619,544	1,044,065	5,047,398	
	Concentration		0	0	0	0	
	K-3 CSR (2020-21 Target = 24:1)	648,281	2,873,914			3,522,194	
	Sub-Total	648,281	32,880,134	22,340,237	14,390,334	70,258,985	
<b>Add-Ons</b>	Home to School Transportation					555,321 41	
	TIIG					576,547	
	Adjustment					1,491	
<b>Total</b>	<b>Total Estimated 2023-24 Target</b>			<b>Per ADA:</b>	<b>\$11,618.92</b>	<b>71,224,564</b>	
<b>Current Funding</b>	Prior Year LCFF Funding (Adjusted for ADA changes)					68,578,638	
	Difference					2,645,926	
	Adjustment						
	100.00%	Estimated 2023-24 LCFF Funding Increase				3.86%	2,645,926

Dr. Hamilton noted the District's *ADA* (based on 93% average daily attendance) for each grade span is 212.97 for TK augmentation; 2,784.80 for TK-3; 2,057.87 for 4-6; and 1,287.38 for 7-8.

## 2023-24 COLA for Santee School District

Factor	Component	Grade Spans				Total
		TK(INFO)	TK-3	4-6	7-8	
<b>Base Grant</b>	Prior Year Base Grant	\$2,813.00	\$9,166.00	\$9,304.00	\$9,580.00	
	COLA	8.22000%	8.22000%	8.22000%	8.22000%	
	Adjusted	\$3,044.00	\$9,919.00	\$10,069.00	\$10,367.00	
<b>Augmentations</b>	TK-3 CSR	\$3,044.00	\$1,032.00			69%
<b>Supplemental</b>	EL Student Counts CBEDs					575
	F/R Student Counts CBEDs					2,196
	EL not F/R Counts CBEDs					179
	Total Estimated Unduplicated Count for Supplemental					2,375
	Current Year CBEDs Enrollment					6,091
	Estimated % of Population for Supplemental					38.99%
	Supplement to Base Amount per Student		\$2,190.20	\$2,013.80	\$2,073.40	20.00%
	Supplement to Base Weighted for District		\$856.00	\$787.00	\$811.00	
	Per Student Grant	\$3,044.00	\$11,807.00	\$10,856.00	\$11,178.00	
	<b>ADA</b>	Total	212.97	2,784.80	2,057.87	1,287.38
<b>Entitlement Funding</b>	Base Grant		27,622,431	20,720,693	13,346,268	61,689,393
	Supplemental		2,383,789	1,619,544	1,044,065	5,047,398
	Concentration		0	0	0	0
	K-3 CSR (2020-21 Target = 24:1)	648,281	2,873,914			3,522,194
	Sub-Total	648,281	32,880,134	22,340,237	14,390,334	70,258,985
<b>Add-Ons</b>	Home to School Transportation					555,321.41
	TIIG					576,547
	Adjustment					1,491
<b>Total</b>	<b>Total Estimated 2023-24 Target</b>				<b>Per ADA: \$11,618.92</b>	<b>71,224,564</b>
<b>Current Funding</b>	Prior Year LCFF Funding (Adjusted for ADA changes)					68,578,638
	Difference					2,645,926
	Adjustment					
100.00%	Estimated 2023-24 LCFF Funding Increase				3.86%	2,645,926

She explained the *Entitlement Funding* was calculated using the *Base Grant*, *augmentation*, and *supplemental* multiplied by the *ADA* (i.e., \$3,044 for TK augmentation multiplied by \$212.97 for TK augmentation). A total of \$70,258,985 for all *Grade Spans*. She explained that in addition to the \$70,258,985 there were grant fund *Add-Ons* (i.e., Home to School Transportation and Targeted Instructional Improvement Block Grant (TIIG)). The District anticipates receiving \$71,224,264 in 2023-24 but is still contingent upon ADA which is calculated the second week in April. Dr. Hamilton noted that in the meantime, the District must continue to develop a budget for the 2024-25 school year.

## 2023-24 COLA for Santee School District

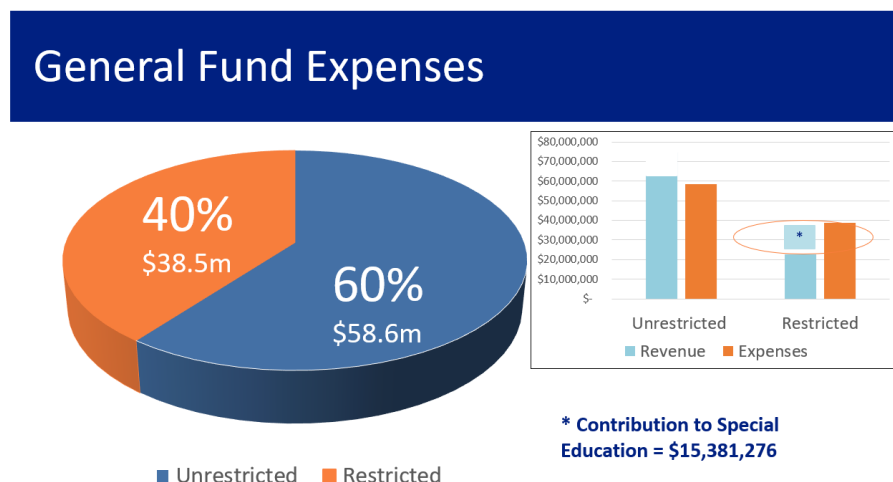
Factor	Component	Grade Spans				Total
		TK(INFO)	TK-3	4-6	7-8	
<b>Base Grant</b>	Prior Year Base Grant	\$2,813.00	\$9,166.00	\$9,304.00	\$9,580.00	
	COLA	8.22000%	8.22000%	8.22000%	8.22000%	
	Adjusted	\$3,044.00	\$9,919.00	\$10,069.00	\$10,367.00	
<b>Augmentations</b>	TK-3 CSR	\$3,044.00	\$1,032.00			69%
<b>Supplemental</b>	EL Student Counts CBEDs					575
	F/R Student Counts CBEDs					2,196
	EL not F/R Counts CBEDs					179
	Total Estimated Unduplicated Count for Supplemental					2,375
	Current Year CBEDs Enrollment					6,091
	Estimated % of Population for Supplemental					38.99%
	Supplement to Base Amount per Student		\$2,190.20	\$2,013.80	\$2,073.40	20.00%
	Supplement to Base Weighted for District		\$856.00	\$787.00	\$811.00	
	Per Student Grant	\$3,044.00	\$11,807.00	\$10,856.00	\$11,178.00	
	<b>ADA</b>	Total	212.97	2,784.80	2,057.87	1,287.38
<b>Entitlement Funding</b>	Base Grant		27,622,431	20,720,693	13,346,268	61,689,393
	Supplemental		2,383,789	1,619,544	1,044,065	5,047,398
	Concentration		0	0	0	0
	K-3 CSR (2020-21 Target = 24:1)	648,281	2,873,914			3,522,194
	Sub-Total	648,281	32,880,134	22,340,237	14,390,334	70,258,985
<b>Add-Ons</b>	Home to School Transportation					555,321.41
	TIIG					576,547
	Adjustment					1,491
<b>Total</b>	<b>Total Estimated 2023-24 Target</b>				<b>Per ADA: \$11,618.92</b>	<b>71,224,564</b>
<b>Current Funding</b>	Prior Year LCFF Funding (Adjusted for ADA changes)					68,578,638
	Difference					2,645,926
	Adjustment					
100.00%	Estimated 2023-24 LCFF Funding Increase				3.86%	2,645,926

Dr. Hamilton referenced the *Current Funding* showed Prior Year LCFF Funding (Adjusted for ADA changes) of \$68,578,638, a slight estimated increase of \$2,645,926. Dr. Hamilton noted the Estimated 2023-24 LCFF Funding Increase of \$2,645,926 was equivalent to 3.86% increase over last year's LCFF revenue. She noted that if the 2024-25 COLA estimated at 0.76% becomes a reality, the difference in the Estimated 2024-25 LCFF Funding would decrease by -3.91%, a \$2,785,231 deficit.

## 2024-25 COLA for Santee School District

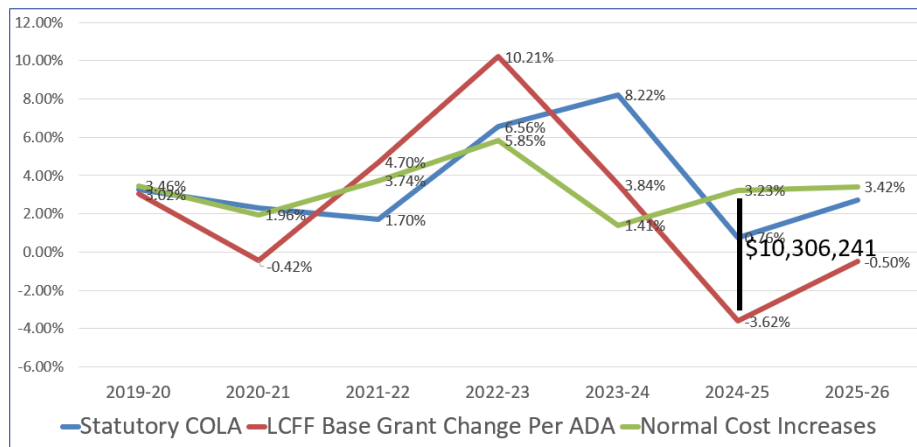
Factor	Component	Grade Spans				Total
		TK	K-3	4-6	7-8	
<b>Base Grant</b>	Prior Year Base Grant	\$3,044.00	\$9,919.00	\$10,069.00	\$10,367.00	
	COLA	0.76000%	0.76000%	0.76000%	0.76000%	
	Adjusted	\$3,067.00	\$9,994.00	\$10,146.00	\$10,446.00	
<b>Augmentations</b>	TK-3 CSR	\$3,067.00	\$1,039.00			
<b>Supplemental</b>	EL Student Counts CBEDs					561
	F/R Student Counts CBEDs					2,142
	EL not F/R Counts CBEDs					116
	Total Estimated Unduplicated Count for Supplemental					2,258
	Current Year CBEDs Enrollment					5,941
	Estimated % of Population for Supplemental					38.00%
	Supplement to Base Amount per Student		\$2,206.60	\$2,029.20	\$2,089.20	20.00%
	Supplement to Base Weighted for District		\$863.00	\$794.00	\$817.00	
	Per Student Increase for Concentration Factor		\$7,171.45	\$6,594.90	\$6,789.90	65.00%
	Estimated Supplemental student count over 55% of population					0
<b>Total</b>	Per Student Grant		\$11,896.00	\$10,940.00	\$11,263.00	
<b>ADA</b>	Total	251.10	2,615.57	1,956.02	1,259.69	5,831.28
<b>Entitlement Funding</b>	Base Grant		26,140,007	19,845,779	13,158,722	59,144,507
	Supplemental		2,257,237	1,553,080	1,029,167	4,839,484
	Concentration		0	0	0	0
	K-3 CSR (2020-21 Target = 24:1)	770,124	2,717,577			3,487,701
	Sub-Total	770,124	31,114,821	21,398,859	14,187,888	67,471,692
<b>Add-Ons</b>	Home to School Transportation					390,486
	TIG					576,547
	Adjustment					608
<b>Total</b>	<b>Total Estimated 2024-25 Target</b>			Per ADA:	\$11,736.59	68,439,333
<b>Current Funding</b>	Prior Year LCFF Funding (Adjusted for ADA changes)			Per ADA:	\$11,618.92	71,224,564
	Difference			Per ADA:		(2,785,231)
	Adjustment					
100.00%	Estimated 2024-25 LCFF Funding Increase		Check:	Per ADA:	-3.91%	(2,785,231)

Dr. Hamilton provided an overview of General Fund expenses. She explained 40% (\$38.5 million) of the general fund were Restricted, and 60% were Unrestricted (\$58.6 million) in comparison to the \$22.5 million in Restricted revenue and \$74.6 million in Unrestricted revenue. Dr. Hamilton shared the District will have to contribute \$15,381,276 towards special education (Restricted Funds) from the Unrestricted funds.



Dr. Hamilton presented the Unrestricted General Fund Expenses for 2019-20 through 2025-26 for Statutory COLA; LCFF Base Grant Change per ADA; and Normal Cost Increases and how it impacts and changes the District's LCFF. She explained that in 2023-24 the District received a 8.22% COLA, but it equated to a 3.84% increase in LCFF revenue. Dr. Hamilton noted the current expenditures are lower this year, but for 2024-25 with the estimated 0.76% COLA it is going to come to us as a -3.62% causing a \$10,306,241 gap.

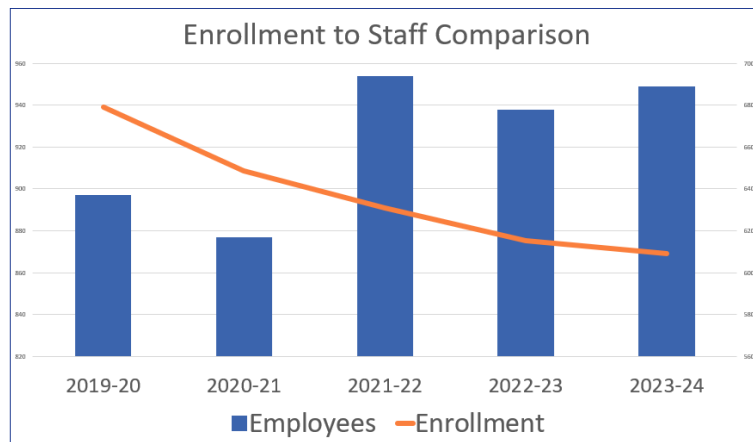
## Unrestricted General Fund Expenses



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Dr. Hamilton shared the Unrestricted General Fund Expenses were for employees (87%), books and supplies (5%), services (8%), and Capital Outlay (<1%) and provided a student enrollment to staff comparison for 2019-20 through 2023-24. She noted the decline in student enrollment and the increase in employees. Dr. Hamilton explained this was partially due to hiring additional staff during the pandemic when Districts were required to hire staff for learning recovering.

## General Fund Expenses



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Dr. Hamilton shared the revised multi-year projections Total Income (line 8), Total Outgo (line 21), Change in Fund Balance (line 22) and the Projected Ending Fund Balance (line 24). She noted the General Fund Total income is \$98,398,035; the Total Outgo is \$98,956,393; a -\$558,358 in Change in Fund Balance (deficit spending) and the Projected Ending Fund Balance is \$36,744,463. Dr. Hamilton noted the District has not been in deficit spending in the last few years. Dr. Hamilton explained non-spendable funds (\$656,834) include the warehouse supplies; Restricted Fund Balance (\$10,255,956); Assigned Fund Balance (\$338,216); and \$2,968,692 Unassigned for Economic Uncertainty (a required 3% reserve), for a Remaining Unassigned balance of \$22,524,765. She noted these include one-time funds. Dr. Hamilton noted the Projected Fund Balance for the Student Activity Fund 08 (\$14,016); Child Dev Fund 12 (\$185,247); Cafeteria (\$3,955,187); Deferred Maint Fund 14 (\$250,000); Special Reserve Fund 17 (\$3,760,258) and Special Reserve Fund 40 (\$6,800,243); Capital Facilities Fund 25 (\$4,322,916); Enterprise Fund 63 (\$1,574,690). Dr. Hamilton noted an increase of funds to the Cafeteria Fund 13, and the need for a possible expenditure plan.

LN#	Description	General Fund			Student Activity Fund 08	Child Dev Fund 12	Cafeteria Fund 13	Deferred Maint Fund 14	Special Reserve Fund 17	Special Reserve Fund 40
		Unrest	Rest	Ttl						
1	<b>INCOME:</b>									
2	LCFF Sources	70,574,508	514,414	71,088,922	0	0	0	0	0	0
3	Federal Revenue	50,000	3,736,072	3,786,072	0	0	1,328,908	0	0	11,193
4	Other State Revenue	2,044,826	10,295,870	12,340,696	0	613,727	3,160,973	0	0	0
5	Other Local Revenue	2,014,674	8,032,934	10,047,608	5,000	13,290	206,907	32,381	280,310	710,590
6	Interfund Transfers In	1,134,737	0	1,134,737	0	0	0	530,000	0	1,201,868
7	Other Sources	0	0	0	0	0	0	0	0	0
8	<b>Total Income</b>	<b>75,818,745</b>	<b>22,579,290</b>	<b>98,398,035</b>	<b>5,000</b>	<b>627,017</b>	<b>4,696,788</b>	<b>562,381</b>	<b>280,310</b>	<b>1,923,651</b>
9	<b>OUTGO:</b>									
10	Certificated Salaries	29,355,357	10,496,069	39,851,426	0	168,491	0	0	0	0
11	Classified Salaries	8,190,697	7,112,881	15,303,578	0	119,644	1,184,906	0	0	0
12	Employee Benefits	13,279,335	10,938,546	24,217,881	0	97,246	469,236	0	0	0
13	Books and Supplies	3,188,651	4,404,727	7,593,378	5,000	102,842	2,164,070	0	0	1,588,644
14	Services, Other Operating Expenses	4,454,949	4,024,341	8,479,290	0	7,750	264,641	916,990	0	690,368
15	Capital Outlay	155,474	1,600,000	1,755,474	0	100,000	175,000	0	0	147,540
16	Other Outgo	172,387	0	172,387	0	0	0	0	0	249,526
17	Transfers of Indirect/Direct Costs	-1,798,772	1,649,883	-148,889	0	33,974	114,915	0	0	0
18	Interfund Transfers Out	1,201,868	530,000	1,731,868	0	0	0	0	1,134,737	0
19	Other Uses	0	0	0	0	0	0	0	0	0
20	Contributions to Restricted Programs	15,381,276	-15,381,276	0	0	0	0	0	0	0
21	<b>Total Outgo</b>	<b>73,581,222</b>	<b>25,375,171</b>	<b>98,956,393</b>	<b>5,000</b>	<b>629,947</b>	<b>4,372,768</b>	<b>916,990</b>	<b>1,134,737</b>	<b>2,676,078</b>
22	<b>Change in Fund Balance</b>	<b>2,237,523</b>	<b>-2,795,881</b>	<b>-558,358</b>	<b>0</b>	<b>-2,930</b>	<b>324,020</b>	<b>-354,609</b>	<b>-854,427</b>	<b>-752,427</b>
23	Projected Beginning Fund Balance	26,057,482	11,245,339	37,302,821	14,016	188,177	3,631,167	604,609	4,614,685	7,552,670
24	<b>Projected Ending Fund Balance</b>	<b>28,295,005</b>	<b>10,255,956</b>	<b>36,744,463</b>	<b>14,016</b>	<b>185,247</b>	<b>3,955,187</b>	<b>250,000</b>	<b>3,760,258</b>	<b>6,800,243</b>
25	Committed Fund Balance	0	0	0	0	0	0	250,000	3,760,258	0
26	Non-Spendable Fund Balance	656,834	0	656,834	0	0	169,266	0	0	0
27	Restricted Fund Balance	0	10,255,956	10,255,956	14,016	185,247	3,785,921	0	0	6,800,243
28	Assigned Fund Balance	338,216	0	338,216	0	0	0	0	0	0
29	Unassigned - Economic Uncertainty	2,968,692	0	2,968,692	0	0	0	0	0	0
30	<b>Remaining Unassigned</b>	<b>24,331,263</b>	<b>0</b>	<b>22,524,765</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
							<i>Inst Mtls:</i>	2,000,000	<i>Solar:</i>	111,723
							<i>Furn:</i>	1,760,258	<i>Tech:</i>	5,905,385
							<i>CSR:</i>	0	<i>Vehicle:</i>	321,987
									<i>Facly:</i>	461,148

LN#	Description	Building Fund 21	Capital Facilities Fund 25	Enterprise Fund 63	Yale	Fee-Based Before & After
1	<b>INCOME:</b>					
2	LCFF Sources	0	0	0	0	0
3	Federal Revenue	0	0	0	0	0
4	Other State Revenue	0	0	0	0	0
5	Other Local Revenue	0	1,600,843	2,508,744	388,093	2,120,651
6	Interfund Transfers In	0	0	0	133,732	-133,732
7	Other Sources	0	0	0	0	0
8	<b>Total Income</b>	<b>0</b>	<b>1,600,843</b>	<b>2,508,744</b>	<b>521,825</b>	<b>1,986,919</b>
9	<b>OUTGO:</b>					
10	Certificated Salaries	0	0	0	0	0
11	Classified Salaries	0	0	1,384,681	286,059	1,098,622
12	Employee Benefits	0	0	747,864	161,791	586,073
13	Books and Supplies	0	58,582	126,816	30,875	95,941
14	Services, Other Operating Expenses	0	214,265	299,210	43,100	256,110
15	Capital Outlay	0	862,158	0	0	0
16	Other Outgo	0	994,876	0	0	0
17	Transfers of Indirect/Direct Costs	0	0	0	0	0
18	Interfund Transfers Out	0	0	0	0	0
19	Other Uses	0	0	0	0	0
20	Contributions to Restricted Programs	0	0	0	0	0
21	<b>Total Outgo</b>	<b>0</b>	<b>2,129,881</b>	<b>2,558,571</b>	<b>521,825</b>	<b>2,036,746</b>
22	<b>Change in Fund Balance</b>	<b>0</b>	<b>-529,038</b>	<b>-49,827</b>	<b>0</b>	<b>-49,827</b>
23	Projected Beginning Fund Balance	0	4,851,954	1,624,517	0	1,624,518
24	<b>Projected Ending Fund Balance</b>	<b>0</b>	<b>4,322,916</b>	<b>1,574,690</b>	<b>0</b>	<b>1,574,691</b>
25	Committed Fund Balance	0	0	0	0	0
26	Non-Spendable Fund Balance	0	0	0	0	0
27	Restricted Fund Balance	0	3,585,042	0	0	0
28	Assigned Fund Balance	0	732,235	1,574,690	0	1,574,691
29	Unassigned - Economic Uncertainty	0	0	0	0	0
30	<b>Remaining Unassigned</b>	<b>0</b>	<b>5,639</b>	<b>0</b>	<b>0</b>	<b>0</b>
			<i>Dev Fees:</i> 1,041,107			
			<i>Fmr RDA:</i> 732,235			
			<i>Land:</i> 2,543,935			

Dr. Hamilton provided an overview of the Multi-Year Projection for 2023-24, 2024-25, and 2025-26 noting the Change in Fund Balance and Budget Reserve as percentage of Expenditures. She noted a negative \$2,795,881 in the Change in Fund Balance in the 2023-24 Restricted budget and a 27.59% budget reserve. She noted a 6% loss in budget reserves due to the structural deficit of approximately \$5.2 million on the Restricted and Unrestricted budgets for 2024-25. In 2025-26, the budget reserve is reduced to 10.75%, and to a -1.03% budget reserve in 2026-27.

## Multi-Year Projection

Item	2023-24		2024-25		2025-26		2026-27	
	Unrestricted	Restricted	Unrestricted	Restricted	Unrestricted	Restricted	Unrestricted	Restricted
Beginning Fund Balance	\$26,057,482	\$11,245,339	\$28,295,005	\$10,255,956	\$22,340,752	\$5,903,812	\$11,959,247	\$2,431,032
Fund Balance Adjustments	0		0		0		0	
Total Income	\$75,818,745	\$22,579,290	\$70,764,091	\$17,494,150	\$70,266,671	\$17,494,150	\$70,934,013	\$17,494,150
Total Outgo	\$73,581,222	\$25,375,171	\$76,718,345	\$21,846,294	\$80,648,176	\$20,966,930	\$82,911,974	\$20,753,227
<b>Change in Fund Balance</b>	<b>\$2,237,523</b>	<b>(\$2,795,881)</b>	<b>(\$5,954,253)</b>	<b>(\$4,352,144)</b>	<b>(\$10,381,505)</b>	<b>(\$3,472,780)</b>	<b>(\$11,977,960)</b>	<b>(\$3,259,077)</b>
Ending Fund Balance	\$28,295,005	\$10,255,956	\$22,340,752	\$5,903,812	\$11,959,247	\$2,431,032	(\$18,713)	(\$828,046)
Total Reserves	\$27,299,453	\$10,255,956	\$21,335,503	\$5,903,812	\$10,924,837	\$2,431,032	(\$1,063,337)	
<b>Budget Reserve as % of Expenditures</b>	<b>27.59%</b>		<b>21.65%</b>		<b>10.75%</b>		<b>-1.03%</b>	
	Amount	Value	Amount	Value	Amount	Value	Amount	Value
COLA:	8.22%		0.76%		2.75%		3.41%	
LCFF Rev Change w/ ADA changes:	3.86%	\$2,645,926	-3.91%	(\$2,785,231)	-0.68%	(\$461,966)	1.00%	\$680,007
LCFF Base Only Rev Change w/ ADA changes:	3.54%	\$2,423,953	-3.62%	(\$2,579,036)	-0.50%	(\$339,175)	0.99%	\$670,422
*Included Annual Operating Cost Increase Impact to LCFF Base:	1.27%	\$872,395	3.22%	\$2,295,500	3.42%	\$2,337,609	3.51%	\$2,384,549
<b>Estimated Structural Surplus/(Deficit)</b>	<b>\$2,602,177</b>		<b>(\$5,244,153)</b>		<b>(\$9,931,605)</b>		<b>(\$11,844,860)</b>	
GAP Funding:	100.00%		100.00%		100.00%		100.00%	
1% Reserve Equivalent:	989,487		985,476		1,016,264		1,032,366	
1% LCFF Increase:	685,786		712,246		684,393		679,774	
1% Salary Increase Equivalent:	679,231		692,816		706,672		720,805	

\* Step & column, health benefits, statutory benefits, and inflation for utilities, insurance, and Restricted programs subject to contribution from Unrestricted General Fund

Dr. Hamilton noted Administration will present cost-saving measures for 2024-25. She shared some input from the Budget Advisory Committee on that they valued most about Santee School District, cost-saving recommendations, and ideas for enhancements. Dr. Hamilton noted the next steps include taking the input gathered from the Budget Advisory Committee and LCAP regarding priorities and possible cost savings to develop the LCAP and budget; generate list of cost savings measures to start to draft LCAP based on input to present in March/April; make any adjustments based on the May Revise California State Budget outcome; and hold the public hearings and adopt the budget and LCAP in June.

The Board expressed their gratitude towards Dr. Hamilton for her detailed presentation. President Burns asked to see the cost savings if department budgets were reduced by three percent (3%). He noted the need for equitable cuts across the District. Member Ryan noted the need to wait until the May Revise to hear updates and outcomes on the budget.

**H. EMPLOYEE ASSOCIATION COMMUNICATION**

Melanie Hirahara, Santee Teachers Association (STA) President, was present but had no communication.

CSEA representatives were not present.

**I. BOARD COMMUNICATION AND ORGANIZATIONAL BUSINESS**

Superintendent Baranski commended Member Ryan for facilitating the Student Forum earlier in the evening and noted hearing great feedback from the students. Superintendent Baranski commended Dr. Lisa Paisley, Assistant Superintendent of Educational Services, and Kevin Fairchild, Director of Assessment and Learning Support, for a successful LCAP annual review workshop. She noted the cost savings will be based on the input received on the LCAP.

Member Levens-Craig shared seeing great pictures of the PRIDE Academy garden and looking forward to their community sing-along; and seeing all the great activities happening throughout the District for Read Across America.

Member Ryan inquired on visits with the local legislators.

Member El-Hajj shared attending a Foundation meeting and a Budget Advisory Committee meeting.

President Burns noted listening to great discussions and at the LCAP annual review workshop. He shared receiving a text/email on his son's attendance and noted it was a great feature for parents. President Burns shared part of Dale Scott's earlier presentation noted the increase in the District's communication, and recognized Cori Harris, Director of Communications and Community Engagement, for her work.

**J. CLOSED SESSION**

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

1. **Conference with Labor Negotiator** (Gov't. Code § 54957.6)  
*Purpose: Negotiations*  
*Agency Negotiators: David MacLeod, Assistant Superintendent*  
*Employee Organizations: Santee Teachers Association (STA); and*  
*Classified School Employees Association (CSEA)*
2. **Public Employee Performance Evaluation** (Gov't. Code § 54957)  
*Superintendent*

The Board entered closed session at 7:32 p.m.

**K. RECONVENE TO OPEN SESSION**

The Board reconvened to public session at 8:50 p.m. and reported no action was taken in closed session.

**L. ADJOURNMENT**

With no further business, the meeting was adjourned at 8:50 p.m.

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Elana Levens-Craig, Clerk

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Dr. Kristin Baranski, Secretary



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

March 5, 2024  
**MINUTES**

Douglas E. Giles  
Educational Services  
9619 Cuyamaca Street  
Santee, California

**A. OPENING PROCEDURES**

**1. Call to Order and Welcome**

The meeting was called to order at 4:45 p.m.

Members present:

Barbara Ryan, Vice President

Elana Levens-Craig, Clerk

Dianne El-Hajj, Member

Administration present:

Dr. Kristin Baranski, Superintendent

**B. PUBLIC COMMUNICATION**

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

**C. STUDENT FORUM**

The Board of Education met with student representatives to gather input on the following:

- How would you describe the way you like to learn? What makes it easier to learn something? What makes it harder?
- What makes you want to go to school each day? What does a “good” school day look and feel like?
- If you could change one thing about school, what would it be?
- What else would you like to share about your overall school experience in Santee SD?

**D. ADJOURNMENT**

With no further business, the March 5, 2024, special meeting was adjourned at 5:50 p.m.

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Elana Levens-Craig, Clerk

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Dr. Kristin Baranski, Secretary

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

February 27, 2024  
**MINUTES**

Rio Seco School  
9545 Cuyamaca Street  
Santee, California

**A. OPENING PROCEDURES**

**1. Call to Order and Welcome**

The meeting was called to order at 6:00 p.m.

Members present:

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

Administration present:

Dr. Kristin Baranski, Superintendent and Secretary to the Board  
Dr. Marcia Hamilton, Assistant Superintendent, Business Services  
Dr. Lisa Paisley, Assistant Superintendent, Educational Services  
David MacLeod, Assistant Superintendent, Human Resources/Pupil Services

**B. PUBLIC COMMUNICATION**

There were no public comments.

**C. LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) ANNUAL REVIEW**

Superintendent Baranski welcomed those in attendance. Dr. Lisa Paisley and Kevin Fairchild, Director of Assessment and Learning Support, provided an overview of the Local Control Accountability Executive Summary.

**D. ADJOURNMENT**

With no further business, the February 27, 2024, special meeting was adjourned at 7:00 p.m.

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Elana Levens-Craig, Clerk

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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 \$3,100 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 - March 19, 2024**

Travel Dates		Attendees	Site or Dept.	Conference or Workshop	Location	Sub Cost	Estimated Expenses	Budget	Purpose of Travel	District Goal	
<b>Travel Requests That Require Airfare; Overnight Stay; and/or Travel Outside of the State of California</b>											
Saturday	04/06/24		Dr. Kristin Baranski	Superintendent	National Superintendent's Forum	Chicago	\$0	\$1,010	Superintendent	Dr. Baranski is a guest speaker at the conference. Topic of Discussion is Cultivating Leadership in our New Generation.	1, 2
Mon. - Tues.	06/10/24	- 06/11/24	Brienne Downing Jenny Litrell	ERC	The Breakthrough Coach Curriculum	Rancho Cucamonga	\$0	\$2,090	Educational Services	The Foundations Course for school administrators and their secretaries.	2
						\$0	\$3,100				

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 2024.
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 2024.

Consent Item E.2.2.  
 Prepared by Dr. Marcia Hamilton  
 March 19, 2024

Approval/Ratification of Expenditure Warrants

**BACKGROUND:**

Warrants issued by the District are required by law to be approved or ratified by the Board of Education.

Commercial Warrants issued for the month of February 2024:

<b><u>Fund #/Name</u></b>	<b><u>Warrant #'s</u></b>	<b><u>Amount</u></b>
0100 General	18693 TO 14121380	\$ 812,271.05
<b>0900</b>	<b>N/A</b>	<b>N/A</b>
1200	14114117	\$ 605.00
1300	18839 TO 14121378	\$ 332,851.18
1400	18860 TO 14111562	\$ 87,055.00
<b>2109</b>	<b>N/A</b>	<b>N/A</b>
<b>2139 / 2108</b>	<b>N/A</b>	<b>N/A</b>
2518	14111549	\$ 6,218.75
2538	19321	\$ 47,762.08
<b>3500</b>	<b>N/A</b>	<b>N/A</b>
4000	18846 TO 14120174	\$ 57,645.22
6300	18846 TO 14120164	\$ 1,815.52
<b>TOTAL:</b>		<b>\$1,346,223.80</b>

<u>Student Body Warrants</u> issued for the month of February 2024.	<b>\$500.00</b>
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Payroll Warrants issued for the month of February 2024:

<b><u>Fund #/Name</u></b>	<b><u>Amount</u></b>
01 00	\$ 6,764,215.43
12 00	\$ 36,785.3
13 00	\$153,834.66
14 00	\$0
25 18	\$0
63 00	\$163,293.41
<b>\$7,118,128.80</b>	

**RECOMMENDATION:**

It is recommended that the Board of Education approve and ratify the expenditure warrants for the period February 1 through February 29, 2024 as presented.

This recommendation supports the following District goal(s):

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

**FISCAL IMPACT:**

The fiscal impact of commercial, student body, and payroll expenditure warrants total \$1,346,723.80 and is disclosed above.

**STUDENT ACHIEVEMENT IMPACT:**

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

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

Agenda Item E.2.2.

**BACKGROUND:**

A numerical listing of purchase orders, including the date issued, the name of the vendor, a general description of items requested, and the anticipated cost of the purchase is attached for the review and approval of the Board of Education. Actual copies of the purchase orders are available for review upon request. As a part of the report, any payment to vendors that increases the amount of the purchase order by 10% or more, or change orders that increase the amount of the bid, will be presented for Board approval/ratification. The table below is a summary of total purchase orders by location for the month of February 2023:

<b>AMOUNT</b>	<b>LOCATION</b>
\$6,539.85	PEPPER DRIVE SCHOOL
\$1,075.64	CARLTON HILLS SCHOOL
\$4,484.04	SYCAMORE CANYON SCHOOL
\$612.68	PROSPECT AVENUE SCHOOL
\$1,154.58	CAJON PARK SCHOOL
\$1,216.20	CHET F HARRITT SCHOOL
\$1,483.88	CARLTON OAKS SCHOOL
\$2,736.12	RIO SECO SCHOOL
\$7,781.07	HILL CREEK SCHOOL
\$1,116.11	STATE PRE-SCHOOL
\$1,368.62	SUPERINTENDENT DEPT
\$424.09	BUSINESS SERVICES
\$1,952.27	HUMAN RESOURCES
\$3,133.08	EDUCATIONAL SERVICES
\$6,375.13	SPECIAL EDUCATION
\$45,935.09	EDUCATIONAL PROJECTS
\$5,376.00	PUPIL SERVICES
\$15,977.35	DISTRICT LIBRARY
\$7,031.44	PROJECT SAFE
\$7,869.69	TECHNOLOGY SERVICES
\$552.76	OPERATIONS/CUSTODIAL
\$10,790.31	MAINTENANCE
\$814,119.36	TRANSPORTATION
\$10,040.98	WAREHOUSE
\$654.07	CENTRAL KITCHEN
<b>\$959,800.41</b>	<b>Grand Total</b>

**RECOMMENDATION:**

It is recommended that the Board of Education approve and ratify purchase orders #0000017745 through 0000017931 issued February 1, through February 28, 2024.

This recommendation supports the following District goal(s):

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

**FISCAL IMPACT:**

The fiscal impact of \$959,800.41 is disclosed on the following pages.

**STUDENT ACHIEVEMENT IMPACT:**

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

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

Agenda Item E.2.3.



**PURCHASE ORDER EXCEEDED BY 10%  
FOR THE MONTH OF FEBRUARY 2024**

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
17124	2/2/2024	0100	SOLIANT HEALTH	067	PSYCHOLOGICAL AND SPEECH SERVICES <i>INCREASED AMOUNT</i>	\$ 59,496.00 \$ 150,442.50 <b>NEW TOTAL \$ 209,938.50</b>
16391	2/7/2024	0100	ATKINSON,ANDELSON,LOYA RUDD	064	LEGAL SERVICES <i>INCREASED AMOUNT</i>	\$ 51,000.00 \$ 25,000.00 <b>NEW TOTAL \$ 76,000.00</b>
16560	2/21/2024	0100	CONNECT 4 KIDS PSYCHOLOGICAL SRVCS	067	PSYCHOLOGICAL SERVICES <i>INCREASED AMOUNT</i>	\$ 6,890.00 \$ 2,640.00 <b>NEW TOTAL \$ 9,530.00</b>
17719	2/21/2024	0100	SPEECH PATHOLOGY GROUP		SPEECH THERAPY <i>INCREASED AMOUNT</i>	\$ 529,092.50 \$ 101,660.00 <b>NEW TOTAL \$ 630,752.50</b>
17019	2/22/2024	0100	VERBAL BEHAVIOR ASSOCIATES	067	BEHAVIORAL INTERVENTION SERVICES <i>INCREASED AMOUNT</i>	\$ 40,000.00 \$ 36,196.03 <b>NEW TOTAL \$ 76,196.03</b>
17018	2/22/2024	0100	SAN DIEGO CENTER FOR VISION CARE	067	VISION THERAPY SERVICES <i>INCREASED AMOUNT</i>	\$ 15,600.00 \$ 3,350.00 <b>NEW TOTAL \$ 18,950.00</b>

**PURCHASE ORDER LISTING  
FEBRUARY 2024  
NUMERICALLY**

PO Number	DATE	VENDOR	DESCRIPTION	FUND	AMOUNT	LOC	LOCATION
17745	2/1/2024	DEPARTMENT OF SOCIAL SERVICES	STATE PK LICENSING	1200	605.00	012	STATE PRE-SCHOOL
0000017746	2/1/2024	MOBILE MINI STORAGE SOLUTIONS	PORTABLE STORAGE	0100	124.44	075	MAINTENANCE
0000017746	2/1/2024	MOBILE MINI STORAGE SOLUTIONS	PORTABLE STORAGE	0100	49.07	075	MAINTENANCE
0000017748	2/1/2024	AMAZON.COM SERVICES, INC.	AMAZON CLASSROOM SUPPLIES CH	0100	318.35	003	CARLTON HILLS SCHOOL
0000017749	2/1/2024	AMAZON.COM SERVICES, INC.	AMAZON - TECHNOLOGY	0100	8.48	067	SPECIAL EDUCATION
0000017750	2/1/2024	AMAZON.COM SERVICES, INC.	AMAZON - CUSTODIAL SUPPLIES	0100	29.07	003	CARLTON HILLS SCHOOL
0000017751	2/1/2024	AMAZON.COM SERVICES, INC.	AMAZON FILE CABINET	0100	171.31	072	PROJECT SAFE
0000017752	2/1/2024	AMAZON.COM SERVICES, INC.	AMAZON CLASSROOM SUPPLIES	6300	35.40	072	PROJECT SAFE
0000017752	2/1/2024	AMAZON.COM SERVICES, INC.	AMAZON CLASSROOM SUPPLIES	6300	48.48	072	PROJECT SAFE
0000017753	2/1/2024	AMAZON.COM SERVICES, INC.	AMAZON ACTIVITIES SUPPLIES	6300	37.69	072	PROJECT SAFE
0000017753	2/1/2024	AMAZON.COM SERVICES, INC.	AMAZON ACTIVITIES SUPPLIES	6300	47.40	072	PROJECT SAFE
0000017754	2/1/2024	AMAZON.COM SERVICES, INC.	AMAZON OUTDOOR ITEMS	0100	37.62	007	CHET F HARRITT SCH
0000017755	2/1/2024	AMAZON.COM SERVICES, INC.	AMAZON IPAD CASE / TECH	0100	29.08	067	SPECIAL EDUCATION
0000017756	2/5/2024	SCHOOL NURSE SUPPLY INC	HEALTH OFFICE	0100	16.69	008	CARLTON OAKS SCHOOL
0000017756	2/5/2024	SCHOOL NURSE SUPPLY INC	HEALTH OFFICE	0100	12.95	008	CARLTON OAKS SCHOOL
0000017757	2/5/2024	O'REILLY AUTO CUST ID#1208957	INV - OREILLY AUTO	0100	34.90	076	TRANSPORTATION
0000017758	2/5/2024	O'REILLY AUTO CUST ID#1208957	INV - OREILLY	0100	64.84	076	TRANSPORTATION
0000017759	2/5/2024	DEMCO INC	DEMCO / CAJON PARK	0100	67.15	006	CAJON PARK SCHOOL
0000017759	2/5/2024	DEMCO INC	DEMCO / CAJON PARK	0100	64.50	006	CAJON PARK SCHOOL
0000017759	2/5/2024	DEMCO INC	DEMCO / CAJON PARK	0100	9.47	006	CAJON PARK SCHOOL
0000017761	2/5/2024	CAL PACIFIC TRUCK CENTER, LLC	INV - CAL PACIFIC TRUCK	0100	8.92	076	TRANSPORTATION
0000017762	2/5/2024	CAL PACIFIC TRUCK CENTER, LLC	INV - CAL PACIFIC TRUCK	0100	13.69	076	TRANSPORTATION
0000017763	2/5/2024	CAL PACIFIC TRUCK CENTER, LLC	INV - CAL PACIFIC TRUCK	0100	72.92	076	TRANSPORTATION
0000017764	2/5/2024	BORDER TIRE	INV - BORDER TIRE	0100	591.36	076	TRANSPORTATION
0000017765	2/5/2024	CITI CARDS /	CITI CARDS PAYMENT	0100	16.61	064	BUSINESS SERVICES
0000017766	2/7/2024	CDW GOVERNMENT INC	ADOBE PRO WO-7665 CNS	1300	141.81	090	CENTRAL KITCHEN
0000017767	2/7/2024	WAYNE MILLER'S MOBILE TIRE INC	INV-WAYNE MILLERS TIRE / TRANS	0100	1,328.78	076	TRANSPORTATION
0000017768	2/7/2024	SEDANO FORD OF LM, INC.	INV-SEDANO FORD / TRANSP	0100	203.77	076	TRANSPORTATION
0000017769	2/7/2024	BORDER TIRE	INV-BORDER TIRE / TRANSP	0100	335.73	076	TRANSPORTATION
0000017770	2/7/2024	KNIGHT PRODUCTS GROUP	INV-KNIGHT PRODUCTS / TRANSP	0100	171.72	076	TRANSPORTATION
0000017770	2/7/2024	KNIGHT PRODUCTS GROUP	INV-KNIGHT PRODUCTS / TRANSP	0100	171.73	076	TRANSPORTATION
0000017772	2/7/2024	SAVE-A-LIFE EDUCATORS INC	SAVE-A-LIFE INVOICES	0100	1,250.00	065	HUMAN RESOURCES
0000017773	2/7/2024	AMAZON.COM SERVICES, INC.	AMAZON-IPAD CASE / TECHNOLOGY	0100	29.08	067	SPECIAL EDUCATION
0000017774	2/7/2024	AMAZON.COM SERVICES, INC.	AMAZON-ART SUPPLIES / ELP RS	6300	20.45	072	PROJECT SAFE
0000017774	2/7/2024	AMAZON.COM SERVICES, INC.	AMAZON-ART SUPPLIES / ELP RS	6300	30.15	072	PROJECT SAFE
0000017775	2/7/2024	AMAZON.COM SERVICES, INC.	AMAZON - QUILTING FABRIC / ELP	0100	19.38	072	PROJECT SAFE
0000017775	2/7/2024	AMAZON.COM SERVICES, INC.	AMAZON - QUILTING FABRIC / ELP	0100	34.47	072	PROJECT SAFE
0000017776	2/7/2024	AMAZON.COM SERVICES, INC.	AMAZON - TABLECLOTHS / CHET	0100	216.84	007	CHET F HARRITT SCH
0000017777	2/7/2024	POETIC ARTISTRY	PAINT AND DINE NIGHT - PRIDE	0100	300.00	005	PROSPECT AVENUE SCH
0000017778	2/7/2024	AMAZON.COM SERVICES, INC.	AMAZON- OFFICE SUPPLIES B.SVCS	0100	48.48	064	BUSINESS SERVICES
0000017779	2/7/2024	AMAZON.COM SERVICES, INC.	AMAZON- UFLI PILOT MATERIALS	0100	7,643.83	071	DISTRICT LIBRARY
0000017780	2/7/2024	AMAZON.COM SERVICES, INC.	AMAZON TECHNOLOGY SUPPLIES	0100	430.46	073	TECHNOLOGY SERVICES
0000017781	2/8/2024	SEESAW LEARNING INC.	SEESAW INVOICE 2021-56753	0100	475.50	079	INSTRUCTIONAL TECHNOLC
0000017782	2/8/2024	KNOWBUDDY RESOURCES	CP / LIBRARY BOOKS / S. SIEBE	0100	72.85	006	CAJON PARK SCHOOL
0000017783	2/8/2024	CDW GOVERNMENT INC	CDW PRINTER & TONER	0100	180.41	066	EDUCATIONAL SERVICES
0000017783	2/8/2024	CDW GOVERNMENT INC	CDW PRINTER & TONER	0100	221.59	066	EDUCATIONAL SERVICES

**PURCHASE ORDER LISTING  
FEBRUARY 2024  
NUMERICALLY**

<b>PO Number</b>	<b>DATE</b>	<b>VENDOR</b>	<b>DESCRIPTION</b>	<b>FUND</b>	<b>AMOUNT</b>	<b>LOC</b>	<b>LOCATION</b>
0000017783	2/8/2024	CDW GOVERNMENT INC	CDW PRINTER & TONER	0100	221.59	066	EDUCATIONAL SERVICES
0000017783	2/8/2024	CDW GOVERNMENT INC	CDW PRINTER & TONER	0100	221.59	066	EDUCATIONAL SERVICES
0000017783	2/8/2024	CDW GOVERNMENT INC	CDW PRINTER & TONER	0100	90.90	066	EDUCATIONAL SERVICES
0000017783	2/8/2024	CDW GOVERNMENT INC	CDW PRINTER & TONER	0100	440.26	066	EDUCATIONAL SERVICES
0000017784	2/8/2024	CRISIS PREVENTION INSTITUTE	CPI MEMBERSHIP	0100	200.00	067	SPECIAL EDUCATION
0000017785	2/8/2024	AMAZON.COM SERVICES, INC.	TECHNOLOGY - USB CHARGERS	0100	113.43	072	PROJECT SAFE
0000017786	2/8/2024	CRABTREE PUBLISHING CO.	CRABTREE BOOKS / RS	0100	20.42	009	RIO SECO SCHOOL
0000017786	2/8/2024	CRABTREE PUBLISHING CO.	CRABTREE BOOKS / RS	0100	24.73	009	RIO SECO SCHOOL
0000017786	2/8/2024	CRABTREE PUBLISHING CO.	CRABTREE BOOKS / RS	0100	26.88	009	RIO SECO SCHOOL
0000017786	2/8/2024	CRABTREE PUBLISHING CO.	CRABTREE BOOKS / RS	0100	26.88	009	RIO SECO SCHOOL
0000017786	2/8/2024	CRABTREE PUBLISHING CO.	CRABTREE BOOKS / RS	0100	26.88	009	RIO SECO SCHOOL
0000017786	2/8/2024	CRABTREE PUBLISHING CO.	CRABTREE BOOKS / RS	0100	26.88	009	RIO SECO SCHOOL
0000017786	2/8/2024	CRABTREE PUBLISHING CO.	CRABTREE BOOKS / RS	0100	26.88	009	RIO SECO SCHOOL
0000017786	2/8/2024	CRABTREE PUBLISHING CO.	CRABTREE BOOKS / RS	0100	26.88	009	RIO SECO SCHOOL
0000017786	2/8/2024	CRABTREE PUBLISHING CO.	CRABTREE BOOKS / RS	0100	26.88	009	RIO SECO SCHOOL
0000017786	2/8/2024	CRABTREE PUBLISHING CO.	CRABTREE BOOKS / RS	0100	26.88	009	RIO SECO SCHOOL
0000017786	2/8/2024	CRABTREE PUBLISHING CO.	CRABTREE BOOKS / RS	0100	26.88	009	RIO SECO SCHOOL
0000017786	2/8/2024	CRABTREE PUBLISHING CO.	CRABTREE BOOKS / RS	0100	26.88	009	RIO SECO SCHOOL
0000017786	2/8/2024	CRABTREE PUBLISHING CO.	CRABTREE BOOKS / RS	0100	26.88	009	RIO SECO SCHOOL
0000017786	2/8/2024	CRABTREE PUBLISHING CO.	CRABTREE BOOKS / RS	0100	26.88	009	RIO SECO SCHOOL
0000017786	2/8/2024	CRABTREE PUBLISHING CO.	CRABTREE BOOKS / RS	0100	26.88	009	RIO SECO SCHOOL
0000017786	2/8/2024	CRABTREE PUBLISHING CO.	CRABTREE BOOKS / RS	0100	26.88	009	RIO SECO SCHOOL
0000017786	2/8/2024	CRABTREE PUBLISHING CO.	CRABTREE BOOKS / RS	0100	26.88	009	RIO SECO SCHOOL
0000017786	2/8/2024	CRABTREE PUBLISHING CO.	CRABTREE BOOKS / RS	0100	26.88	009	RIO SECO SCHOOL
0000017786	2/8/2024	CRABTREE PUBLISHING CO.	CRABTREE BOOKS / RS	0100	26.88	009	RIO SECO SCHOOL
0000017786	2/8/2024	CRABTREE PUBLISHING CO.	CRABTREE BOOKS / RS	0100	26.88	009	RIO SECO SCHOOL
0000017786	2/8/2024	CRABTREE PUBLISHING CO.	CRABTREE BOOKS / RS	0100	26.88	009	RIO SECO SCHOOL
0000017786	2/8/2024	CRABTREE PUBLISHING CO.	CRABTREE BOOKS / RS	0100	26.88	009	RIO SECO SCHOOL
0000017786	2/8/2024	CRABTREE PUBLISHING CO.	CRABTREE BOOKS / RS	0100	26.88	009	RIO SECO SCHOOL
0000017786	2/8/2024	CRABTREE PUBLISHING CO.	CRABTREE BOOKS / RS	0100	26.88	009	RIO SECO SCHOOL
0000017786	2/8/2024	CRABTREE PUBLISHING CO.	CRABTREE BOOKS / RS	0100	26.88	009	RIO SECO SCHOOL
0000017786	2/8/2024	CRABTREE PUBLISHING CO.	CRABTREE BOOKS / RS	0100	26.88	009	RIO SECO SCHOOL
0000017786	2/8/2024	CRABTREE PUBLISHING CO.	CRABTREE BOOKS / RS	0100	26.88	009	RIO SECO SCHOOL
0000017786	2/8/2024	CRABTREE PUBLISHING CO.	CRABTREE BOOKS / RS	0100	26.88	009	RIO SECO SCHOOL
0000017786	2/8/2024	CRABTREE PUBLISHING CO.	CRABTREE BOOKS / RS	0100	26.88	009	RIO SECO SCHOOL
0000017786	2/8/2024	CRABTREE PUBLISHING CO.	CRABTREE BOOKS / RS	0100	26.88	009	RIO SECO SCHOOL
0000017786	2/8/2024	CRABTREE PUBLISHING CO.	CRABTREE BOOKS / RS	0100	26.88	009	RIO SECO SCHOOL
0000017786	2/8/2024	CRABTREE PUBLISHING CO.	CRABTREE BOOKS / RS	0100	26.88	009	RIO SECO SCHOOL
0000017787	2/8/2024	A-Z BUS SALES, INC.	INV-VENT BUS / TRANSPORTATION	0100	28.67	076	TRANSPORTATION
0000017788	2/8/2024	CAL PACIFIC TRUCK CENTER, LLC	INV-CAL PACIFIC / TRANSP	0100	41.09	076	TRANSPORTATION
0000017790	2/8/2024	O'REILLY AUTO CUST ID#1208957	INV-OREILLY / TRANSPORTATION	0100	51.17	076	TRANSPORTATION
0000017791	2/8/2024	ELLIOTT AUTO SUPPLY CO., INC.	INV-ELLIOTT / TRANSPORTATION	0100	27.33	076	TRANSPORTATION
0000017791	2/8/2024	ELLIOTT AUTO SUPPLY CO., INC.	INV-ELLIOTT / TRANSPORTATION	0100	40.30	076	TRANSPORTATION
0000017791	2/8/2024	ELLIOTT AUTO SUPPLY CO., INC.	INV-ELLIOTT / TRANSPORTATION	0100	90.40	076	TRANSPORTATION
0000017791	2/8/2024	ELLIOTT AUTO SUPPLY CO., INC.	INV-ELLIOTT / TRANSPORTATION	0100	119.89	076	TRANSPORTATION
0000017792	2/8/2024	CREATIVE BUS SALES INC	CREATIVE BUS SALES /TRANSP	0100	400,000.00	076	TRANSPORTATION
0000017793	2/8/2024	CREATIVE BUS SALES INC	CREATIVE BUS SALES / TRANSPORT	0100	400,000.00	076	TRANSPORTATION
0000017794	2/8/2024	MIDAMERICA BOOKS	MIDAMERICA BOOKS / PD	0100	561.49	002	PEPPER DRIVE SCHOOL
0000017795	2/8/2024	VENTRIS LEARNING LLC	VENTRIS / UFLI MANUALS	0100	147.00	071	DISTRICT LIBRARY
0000017795	2/8/2024	VENTRIS LEARNING LLC	VENTRIS / UFLI MANUALS	0100	1,960.00	071	DISTRICT LIBRARY
0000017796	2/8/2024	POWERSCHOOL GROUP LLC	POWER SCHOOL / ED SVCS	0100	45,935.09	068	EDUCATIONAL PROJECTS
0000017797	2/8/2024	JACK KALVAN	ELP Staff Appreciation Jack K	6300	750.00	072	PROJECT SAFE
0000017797	2/8/2024	JACK KALVAN	ELP Staff Appreciation Jack K	6300	750.00	072	PROJECT SAFE
0000017798	2/8/2024	APPLE INC	APPLE INC / AIRTAGS / TECH	0100	5,333.63	073	TECHNOLOGY SERVICES
0000017799	2/8/2024	TREEBLOCKS LLC	TREEBLOCKS - STATE PK	1200	139.96	012	STATE PRE-SCHOOL
0000017799	2/8/2024	TREEBLOCKS LLC	TREEBLOCKS - STATE PK	1200	145.98	012	STATE PRE-SCHOOL
0000017800	2/8/2024	LAKESHORE LEARNING MATERIALS	LAKESHORE LAMINATOR / STATE PK	1200	53.86	012	STATE PRE-SCHOOL
0000017800	2/8/2024	LAKESHORE LEARNING MATERIALS	LAKESHORE LAMINATOR / STATE PK	1200	32.31	012	STATE PRE-SCHOOL
0000017800	2/8/2024	LAKESHORE LEARNING MATERIALS	LAKESHORE LAMINATOR / STATE PK	1200	139.00	012	STATE PRE-SCHOOL
0000017801	2/8/2024	CDW GOVERNMENT INC	PRINTER-SHEILA WHITE-WO 7741	0100	19.92	064	BUSINESS SERVICES
0000017801	2/8/2024	CDW GOVERNMENT INC	PRINTER-SHEILA WHITE-WO 7741	0100	9.15	064	BUSINESS SERVICES

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0000017801	2/8/2024	CDW GOVERNMENT INC	PRINTER-SHEILA WHITE-WO 7741	0100	41.33	064	BUSINESS SERVICES
0000017801	2/8/2024	CDW GOVERNMENT INC	PRINTER-SHEILA WHITE-WO 7741	0100	24.33	064	BUSINESS SERVICES
0000017801	2/8/2024	CDW GOVERNMENT INC	PRINTER-SHEILA WHITE-WO 7741	0100	264.27	064	BUSINESS SERVICES
0000017802	2/8/2024	RANCHO COASTAL SPEECH THERAPY, INC.	RANCHO COASTAL SPEECH GSA	0100	2,220.00	067	SPECIAL EDUCATION
0000017804	2/8/2024	ELLIOTT AUTO SUPPLY CO., INC.	INV-ELLIOTT AUTO / TRANSP	0100	7.70	076	TRANSPORTATION
0000017804	2/8/2024	ELLIOTT AUTO SUPPLY CO., INC.	INV-ELLIOTT AUTO / TRANSP	0100	7.71	076	TRANSPORTATION
0000017805	2/8/2024	FISHER WIRELESS SERVICES	INV-TEAMTALK / TRANSPORTATION	0100	1,408.53	076	TRANSPORTATION
0000017805	2/8/2024	FISHER WIRELESS SERVICES	INV-TEAMTALK / TRANSPORTATION	0100	1,408.53	076	TRANSPORTATION
0000017806	2/8/2024	EPA K-9 & INVESTIGATIVE SERVICES, INC.	EPA K9 SECURITY GUARDS	0100	2,415.00	075	MAINTENANCE
0000017807	2/9/2024	FIRST BOOK	CP / LIBRARY BOOKS	0100	527.79	006	CAJON PARK SCHOOL
0000017808	2/9/2024	R&R CONTROLS, INC.	INV- R&R /WEB CONTROLLER/CP	0100	395.00	075	MAINTENANCE
0000017809	2/9/2024	MEACOR SIGNS	INV-MEACOR-PARKING SIGNS/CP	0100	116.37	075	MAINTENANCE
0000017810	2/9/2024	SAFE-T-LITE	INV-UBOLT / PAINT / SERVICE	0100	309.05	075	MAINTENANCE
0000017811	2/13/2024	AMAZON.COM SERVICES, INC.	PARENTING BOOKS / CARLTON OAKS	0100	59.17	008	CARLTON OAKS SCHOOL
0000017812	2/13/2024	AMAZON.COM SERVICES, INC.	AMAZON - TOURNIQUET KITS / HR	0100	702.27	065	HUMAN RESOURCES
0000017813	2/13/2024	AMAZON.COM SERVICES, INC.	PLAQUE HOLDER/PENS/BATTERIES	0100	608.62	062	SUPERINTENDENT DEPT
0000017814	2/13/2024	AMAZON.COM SERVICES, INC.	AMAZON-MICROSCOPE SLIDES/EDSVC	0100	199.77	071	DISTRICT LIBRARY
0000017815	2/13/2024	AMAZON.COM SERVICES, INC.	AMAZON-STAPLER/CHETHARRITT	0100	9.69	007	CHET F HARRITT SCH
0000017816	2/13/2024	AMAZON.COM SERVICES, INC.	AMAZON-DESKTOP RISER/TECH	1300	301.69	090	CENTRAL KITCHEN
0000017817	2/13/2024	AMAZON.COM SERVICES, INC.	OSTP- Project SAFE/ELP HILL CR	6300	22.29	072	PROJECT SAFE
0000017817	2/13/2024	AMAZON.COM SERVICES, INC.	OSTP- Project SAFE/ELP HILL CR	6300	21.53	072	PROJECT SAFE
0000017817	2/13/2024	AMAZON.COM SERVICES, INC.	OSTP- Project SAFE/ELP HILL CR	6300	21.28	072	PROJECT SAFE
0000017817	2/13/2024	AMAZON.COM SERVICES, INC.	OSTP- Project SAFE/ELP HILL CR	6300	6.45	072	PROJECT SAFE
0000017817	2/13/2024	AMAZON.COM SERVICES, INC.	OSTP- Project SAFE/ELP HILL CR	6300	14.46	072	PROJECT SAFE
0000017818	2/13/2024	AMAZON.COM SERVICES, INC.	ELP CO/BOOK-CRAFTS FOR KIDS	6300	12.92	072	PROJECT SAFE
0000017819	2/13/2024	AMAZON.COM SERVICES, INC.	AMAZON-ELP PD/PAPER/CRAYONS	6300	13.89	072	PROJECT SAFE
0000017819	2/13/2024	AMAZON.COM SERVICES, INC.	AMAZON-ELP PD/PAPER/CRAYONS	6300	22.19	072	PROJECT SAFE
0000017820	2/13/2024	AMAZON.COM SERVICES, INC.	AMAZON-PRIDEWALSH/WATERCOLORS	0100	55.62	005	PROSPECT AVENUE SCH
0000017821	2/13/2024	AMAZON.COM SERVICES, INC.	AMZON-THERMOMETER PROBE COVER	0100	50.59	002	PEPPER DRIVE SCHOOL
0000017822	2/14/2024	AMAZON.COM SERVICES, INC.	AMAZON-FILING CABINET	0100	160.14	066	EDUCATIONAL SERVICES
0000017823	2/14/2024	AMAZON.COM SERVICES, INC.	AMAZON-CHAIR MAT/WALL HOOKS	0100	263.73	006	CAJON PARK SCHOOL
0000017824	2/14/2024	SUPPLY SOLUTIONS	INVENTORY REPLENISHMENT	0100	396.52	078	WAREHOUSE
0000017825	2/14/2024	CAMEO PAPER & JANITORIAL	INVENTORY REPLENISHMENT	0100	413.50	078	WAREHOUSE
0000017826	2/14/2024	BRADY INDUSTRIES OF CALIFORNIA, LLC	INVENTORY REPLENISHMENT	0100	400.40	078	WAREHOUSE
0000017827	2/14/2024	SCHOOL SPECIALTY, INC	INVENTORY REPLENISHMENT	0100	168.07	078	WAREHOUSE
0000017828	2/14/2024	SOUTHWEST SCHOOL SUPPLY	INVENTORY REPLENISHMENT	0100	814.85	078	WAREHOUSE
0000017828	2/14/2024	SOUTHWEST SCHOOL SUPPLY	INVENTORY REPLENISHMENT	0100	171.00	078	WAREHOUSE
0000017828	2/14/2024	SOUTHWEST SCHOOL SUPPLY	INVENTORY REPLENISHMENT	0100	179.15	078	WAREHOUSE
0000017828	2/14/2024	SOUTHWEST SCHOOL SUPPLY	INVENTORY REPLENISHMENT	0100	23.27	078	WAREHOUSE
0000017829	2/15/2024	DELL MARKETING L.P.	DELL-LAPTOPS-SPED-WO 7480	0100	3,277.88	067	SPECIAL EDUCATION
0000017830	2/15/2024	DEPOSITING EMPOWERMENT THROUGH OUTREACH	DETOUR EMPOWERS - GSA	0100	5,000.00	070	PUPIL SERVICES
0000017831	2/15/2024	ROCKING CHAIR READERS, LLC	STANDARD PHONICS KIT	0100	1,350.00	004	SYCAMORE CANYON SCH
0000017832	2/15/2024	LIGHTSPEED TECHNOLOGIES INC	MICROPHONE-WO 7581 PD	0100	269.38	002	PEPPER DRIVE SCHOOL
0000017834	2/15/2024	CDW GOVERNMENT INC	CDW - TONER-WO 7840-PD	0100	264.66	002	PEPPER DRIVE SCHOOL
0000017835	2/15/2024	KIMBALL MIDWEST	INV-CABLES FOR BUS/KB MIDWES	0100	152.36	076	TRANSPORTATION
0000017836	2/15/2024	ELLIOTT AUTO SUPPLY CO., INC.	INV-ELLIOTT AUTO/BUS BLADES	0100	53.27	076	TRANSPORTATION

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0000017837	2/15/2024	ELLIOTT AUTO SUPPLY CO., INC.	INV-ELLIOTT AUTO/BLADE	0100	30.08	076	TRANSPORTATION
0000017838	2/15/2024	SEDANO FORD OF LM, INC.	INV-TRANSIT VAN HANDLE	0100	48.78	076	TRANSPORTATION
0000017839	2/15/2024	SEDANO FORD OF LM, INC.	INV-VAN HANDLE/SEDANO FORD	0100	48.78	076	TRANSPORTATION
0000017840	2/15/2024	GRAINGER	INV-GRAINGER/JACKET	0100	102.70	076	TRANSPORTATION
0000017840	2/15/2024	GRAINGER	INV-GRAINGER/JACKET	0100	102.70	076	TRANSPORTATION
0000017841	2/15/2024	FRAME & AXLE SERVICE OF	INV-GRAINGER/JACKET	0100	150.00	076	TRANSPORTATION
0000017842	2/15/2024	ASBURY ENVIRONMENTAL SVCS	INV-ASBURY/OIL PICK UP	0100	100.00	076	TRANSPORTATION
0000017843	2/15/2024	D & R AUTOMOTIVE, INC.	INV-D&R AUTO/CLUSTER RADIATOR	0100	2,787.41	076	TRANSPORTATION
0000017844	2/15/2024	D & R AUTOMOTIVE, INC.	INV-D&R AUTO/INTAKE GASKET	0100	2,354.63	076	TRANSPORTATION
0000017845	2/15/2024	ROADONE	INV-ROADONE/TOW FOR BUS	0100	109.12	076	TRANSPORTATION
0000017846	2/15/2024	BORDER TIRE	INV-BORDER TIRE/ TIRES	0100	335.97	076	TRANSPORTATION
0000017847	2/15/2024	COMPREHENSIVE DRUG TESTING INC	INV-COMPREHENSIVE DRUG TESTING	0100	90.00	076	TRANSPORTATION
0000017847	2/15/2024	COMPREHENSIVE DRUG TESTING INC	INV-COMPREHENSIVE DRUG TESTING	0100	90.00	076	TRANSPORTATION
0000017848	2/15/2024	FOLLETT SCHOOL SOLUTIONS INC.	FOLLETT-LIBRARY BOOKS/SC	0100	986.02	004	SYCAMORE CANYON SCH
0000017849	2/15/2024	FOLLETT SCHOOL SOLUTIONS INC.	FOLLETT-LIBRARY BOOKS/SC	0100	990.21	004	SYCAMORE CANYON SCH
0000017850	2/15/2024	MIDAMERICA BOOKS	INV-MIDAMERICA BOOKS PD	0100	321.49	002	PEPPER DRIVE SCHOOL
0000017851	2/16/2024	AMAZON.COM SERVICES, INC.	AMAZON-ELP/XACTO KNIFE/CP	6300	29.64	072	PROJECT SAFE
0000017852	2/16/2024	AMAZON.COM SERVICES, INC.	AMAZON-ERGNOMIC KEYBOARD/CHAIR	6300	52.80	072	PROJECT SAFE
0000017852	2/16/2024	AMAZON.COM SERVICES, INC.	AMAZON-ERGNOMIC KEYBOARD/CHAIR	6300	150.84	072	PROJECT SAFE
0000017852	2/16/2024	AMAZON.COM SERVICES, INC.	AMAZON-ERGNOMIC KEYBOARD/CHAIR	6300	24.77	072	PROJECT SAFE
0000017852	2/16/2024	AMAZON.COM SERVICES, INC.	AMAZON-ERGNOMIC KEYBOARD/CHAIR	6300	9.83	072	PROJECT SAFE
0000017852	2/16/2024	AMAZON.COM SERVICES, INC.	AMAZON-ERGNOMIC KEYBOARD/CHAIR	6300	42.98	072	PROJECT SAFE
0000017853	2/16/2024	AMAZON.COM SERVICES, INC.	AMAZON-ELP SB CANOE CAMP	6300	16.36	072	PROJECT SAFE
0000017853	2/16/2024	AMAZON.COM SERVICES, INC.	AMAZON-ELP SB CANOE CAMP	6300	10.76	072	PROJECT SAFE
0000017853	2/16/2024	AMAZON.COM SERVICES, INC.	AMAZON-ELP SB CANOE CAMP	6300	14.50	072	PROJECT SAFE
0000017853	2/16/2024	AMAZON.COM SERVICES, INC.	AMAZON-ELP SB CANOE CAMP	6300	7.05	072	PROJECT SAFE
0000017853	2/16/2024	AMAZON.COM SERVICES, INC.	AMAZON-ELP SB CANOE CAMP	6300	16.14	072	PROJECT SAFE
0000017853	2/16/2024	AMAZON.COM SERVICES, INC.	AMAZON-ELP SB CANOE CAMP	6300	16.79	072	PROJECT SAFE
0000017853	2/16/2024	AMAZON.COM SERVICES, INC.	AMAZON-ELP SB CANOE CAMP	6300	22.60	072	PROJECT SAFE
0000017853	2/16/2024	AMAZON.COM SERVICES, INC.	AMAZON-ELP SB CANOE CAMP	6300	19.16	072	PROJECT SAFE
0000017853	2/16/2024	AMAZON.COM SERVICES, INC.	AMAZON-ELP SB CANOE CAMP	6300	39.85	072	PROJECT SAFE
0000017853	2/16/2024	AMAZON.COM SERVICES, INC.	AMAZON-ELP SB CANOE CAMP	6300	7.42	072	PROJECT SAFE
0000017854	2/16/2024	AMAZON.COM SERVICES, INC.	AMAZON-ELP SB FRONTIER CAMP	6300	6.99	072	PROJECT SAFE
0000017854	2/16/2024	AMAZON.COM SERVICES, INC.	AMAZON-ELP SB FRONTIER CAMP	6300	18.85	072	PROJECT SAFE
0000017854	2/16/2024	AMAZON.COM SERVICES, INC.	AMAZON-ELP SB FRONTIER CAMP	6300	4.30	072	PROJECT SAFE
0000017854	2/16/2024	AMAZON.COM SERVICES, INC.	AMAZON-ELP SB FRONTIER CAMP	6300	13.30	072	PROJECT SAFE
0000017854	2/16/2024	AMAZON.COM SERVICES, INC.	AMAZON-ELP SB FRONTIER CAMP	6300	45.22	072	PROJECT SAFE
0000017854	2/16/2024	AMAZON.COM SERVICES, INC.	AMAZON-ELP SB FRONTIER CAMP	6300	7.53	072	PROJECT SAFE
0000017854	2/16/2024	AMAZON.COM SERVICES, INC.	AMAZON-ELP SB FRONTIER CAMP	6300	7.77	072	PROJECT SAFE
0000017854	2/16/2024	AMAZON.COM SERVICES, INC.	AMAZON-ELP SB FRONTIER CAMP	6300	4.98	072	PROJECT SAFE
0000017854	2/16/2024	AMAZON.COM SERVICES, INC.	AMAZON-ELP SB FRONTIER CAMP	6300	32.29	072	PROJECT SAFE
0000017854	2/16/2024	AMAZON.COM SERVICES, INC.	AMAZON-ELP SB FRONTIER CAMP	6300	6.45	072	PROJECT SAFE
0000017854	2/16/2024	AMAZON.COM SERVICES, INC.	AMAZON-ELP SB FRONTIER CAMP	6300	12.92	072	PROJECT SAFE
0000017854	2/16/2024	AMAZON.COM SERVICES, INC.	AMAZON-ELP SB FRONTIER CAMP	6300	21.49	072	PROJECT SAFE
0000017854	2/16/2024	AMAZON.COM SERVICES, INC.	AMAZON-ELP SB FRONTIER CAMP	6300	6.22	072	PROJECT SAFE
0000017854	2/16/2024	AMAZON.COM SERVICES, INC.	AMAZON-ELP SB FRONTIER CAMP	6300	13.35	072	PROJECT SAFE

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0000017854	2/16/2024	AMAZON.COM SERVICES, INC.	AMAZON-ELP SB FRONTIER CAMP	6300	13.35	072	PROJECT SAFE
0000017854	2/16/2024	AMAZON.COM SERVICES, INC.	AMAZON-ELP SB FRONTIER CAMP	6300	13.35	072	PROJECT SAFE
0000017854	2/16/2024	AMAZON.COM SERVICES, INC.	AMAZON-ELP SB FRONTIER CAMP	6300	5.38	072	PROJECT SAFE
0000017855	2/16/2024	AMAZON.COM SERVICES, INC.	AMAZON-JOSE CUSTODIAL PARTS	0100	552.76	074	OPERATIONS/CUSTODIAL
0000017856	2/16/2024	MICROREPLAY, INC.	MICROREPLAY WO-7507/PD	0100	495.00	091	TECHNOLOGY SERVICES
0000017856	2/16/2024	MICROREPLAY, INC.	MICROREPLAY WO-7507/PD	0100	20.00	091	TECHNOLOGY SERVICES
0000017857	2/16/2024	CLASSICS FOR KIDS	CLASSICS 4 KIDS FIELD TRIP/SC	0100	920.00	004	SYCAMORE CANYON SCH
0000017858	2/16/2024	FOLLETT SCHOOL SOLUTIONS INC.	FOLLETT BOOKS/ PEPPER DRIVE	0100	951.60	002	PEPPER DRIVE SCHOOL
0000017859	2/20/2024	SUSI EPPERSON CONSULTING LLC	GRANTS 4 SCHOOLS CONFERENCE	0100	376.00	070	PUPIL SERVICES
0000017860	2/20/2024	AMAZON.COM SERVICES, INC.	AMAZON-SAFETY VESTS	0100	81.80	006	CAJON PARK SCHOOL
0000017861	2/20/2024	AMAZON.COM SERVICES, INC.	AMAZON-APPLE PENCIL & ACCESORI	0100	1,436.56	066	EDUCATIONAL SERVICES
0000017862	2/20/2024	AMAZON.COM SERVICES, INC.	AMAZON- PARTY DECOR / PENS	0100	93.04	003	CARLTON HILLS SCHOOL
0000017863	2/21/2024	AMAZON.COM SERVICES, INC.	AMAZON-BUCKET HATS	0100	22.57	003	CARLTON HILLS SCHOOL
0000017864	2/21/2024	AMAZON.COM SERVICES, INC.	AMAZON-COLLEGE RULED PAPER	0100	37.50	006	CAJON PARK SCHOOL
0000017865	2/21/2024	AMAZON.COM SERVICES, INC.	AMAZON ELP SB ADV. CAMP	6300	10.76	072	PROJECT SAFE
0000017865	2/21/2024	AMAZON.COM SERVICES, INC.	AMAZON ELP SB ADV. CAMP	6300	7.53	072	PROJECT SAFE
0000017865	2/21/2024	AMAZON.COM SERVICES, INC.	AMAZON ELP SB ADV. CAMP	6300	25.84	072	PROJECT SAFE
0000017865	2/21/2024	AMAZON.COM SERVICES, INC.	AMAZON ELP SB ADV. CAMP	6300	17.26	072	PROJECT SAFE
0000017865	2/21/2024	AMAZON.COM SERVICES, INC.	AMAZON ELP SB ADV. CAMP	6300	5.27	072	PROJECT SAFE
0000017865	2/21/2024	AMAZON.COM SERVICES, INC.	AMAZON ELP SB ADV. CAMP	6300	7.53	072	PROJECT SAFE
0000017865	2/21/2024	AMAZON.COM SERVICES, INC.	AMAZON ELP SB ADV. CAMP	6300	60.32	072	PROJECT SAFE
0000017865	2/21/2024	AMAZON.COM SERVICES, INC.	AMAZON ELP SB ADV. CAMP	6300	21.54	072	PROJECT SAFE
0000017866	2/21/2024	AMAZON.COM SERVICES, INC.	AMAZON YALE SB CAMP	6300	23.22	072	PROJECT SAFE
0000017866	2/21/2024	AMAZON.COM SERVICES, INC.	AMAZON YALE SB CAMP	6300	21.54	072	PROJECT SAFE
0000017866	2/21/2024	AMAZON.COM SERVICES, INC.	AMAZON YALE SB CAMP	6300	2.88	072	PROJECT SAFE
0000017866	2/21/2024	AMAZON.COM SERVICES, INC.	AMAZON YALE SB CAMP	6300	9.68	072	PROJECT SAFE
0000017866	2/21/2024	AMAZON.COM SERVICES, INC.	AMAZON YALE SB CAMP	6300	7.53	072	PROJECT SAFE
0000017867	2/21/2024	AMAZON.COM SERVICES, INC.	AMAZON-BUG ZAPPER BULBS	0100	16.15	003	CARLTON HILLS SCHOOL
0000017868	2/21/2024	FOLLETT SCHOOL SOLUTIONS INC.	FOLLETT BOOK ORDER / RS	0100	1,282.93	009	RIO SECO SCHOOL
0000017868	2/21/2024	FOLLETT SCHOOL SOLUTIONS INC.	FOLLETT BOOK ORDER / RS	0100	11.64	009	RIO SECO SCHOOL
0000017869	2/21/2024	LERNER PUBLISHING GROUP INC.	CP Library / Lost Books	0100	177.00	071	DISTRICT LIBRARY
0000017870	2/21/2024	LERNER PUBLISHING GROUP INC.	CP LIBRARY LOTTERY	0100	29.79	006	CAJON PARK SCHOOL
0000017871	2/21/2024	SANTEE CHAMBER OF COMMERCE	SANTEE CHAMBER MEMBERSHIP	0100	220.00	062	SUPERINTENDENT DEPT
0000017872	2/21/2024	SANTEE CHAMBER OF COMMERCE	SANTEE CHAMBER BUSINESS AWARDS	0100	540.00	062	SUPERINTENDENT DEPT
0000017873	2/21/2024	POETIC ARTISTRY	POETIC ARTISTRY INVOICE	6300	276.00	072	PROJECT SAFE
0000017873	2/21/2024	POETIC ARTISTRY	POETIC ARTISTRY INVOICE	6300	24.00	072	PROJECT SAFE
0000017874	2/21/2024	APPLE INC	APPLE PENCILS TECH - PROUTY	0100	5,849.75	071	DISTRICT LIBRARY
0000017875	2/21/2024	AMAZON.COM SERVICES, INC.	AMAZON ELP C.OAKS SENSORY TOYS	0100	15.07	072	PROJECT SAFE
0000017875	2/21/2024	AMAZON.COM SERVICES, INC.	AMAZON ELP C.OAKS SENSORY TOYS	0100	18.05	072	PROJECT SAFE
0000017875	2/21/2024	AMAZON.COM SERVICES, INC.	AMAZON ELP C.OAKS SENSORY TOYS	0100	38.73	072	PROJECT SAFE
0000017876	2/21/2024	CDW GOVERNMENT INC	TONER WO-7882 CH	0100	123.10	067	SPECIAL EDUCATION
0000017877	2/21/2024	BRAININGCAMP LLC	INV-BRAININGCAMP 12 MO LICENSE	0100	495.00	008	CARLTON OAKS SCHOOL
0000017878	2/21/2024	STATE OF CA - DEPT OF PARKS & RECREATION	OLD TOWN SD STE PARK FIELD TRI	0100	548.00	003	CARLTON HILLS SCHOOL
0000017879	2/21/2024	AMAZON.COM SERVICES, INC.	AMAZON-YOGA BALL,BUCKETS, POST	0100	414.62	008	CARLTON OAKS SCHOOL
0000017880	2/21/2024	AMAZON.COM SERVICES, INC.	AMAZON-IPAD 10TH GEN CASE	0100	29.08	067	SPECIAL EDUCATION
0000017881	2/21/2024	AMAZON.COM SERVICES, INC.	AMAZON - POP UP TENT FOLDABLE	0100	811.57	007	CHET F HARRITT SCH

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PO Number	DATE	VENDOR	DESCRIPTION	FUND	AMOUNT	LOC	LOCATION
0000017882	2/21/2024	AMAZON.COM SERVICES, INC.	AMAZON-MONITORS/CABLES	2538	1,115.10	073	TECHNOLOGY SERVICES
0000017883	2/22/2024	OFFICE DEPOT INC	OFFICE DEPOT JANUARY 2024	0100	259.74	078	WAREHOUSE
0000017883	2/22/2024	OFFICE DEPOT INC	OFFICE DEPOT JANUARY 2024	0100	237.81	004	SYCAMORE CANYON SCH
0000017883	2/22/2024	OFFICE DEPOT INC	OFFICE DEPOT JANUARY 2024	0100	101.44	007	CHET F HARRITT SCH
0000017883	2/22/2024	OFFICE DEPOT INC	OFFICE DEPOT JANUARY 2024	0100	144.42	008	CARLTON OAKS SCHOOL
0000017883	2/22/2024	OFFICE DEPOT INC	OFFICE DEPOT JANUARY 2024	0100	114.26	009	RIO SECO SCHOOL
0000017883	2/22/2024	OFFICE DEPOT INC	OFFICE DEPOT JANUARY 2024	0100	124.20	066	EDUCATIONAL SERVICES
0000017883	2/22/2024	OFFICE DEPOT INC	OFFICE DEPOT JANUARY 2024	0100	113.74	075	MAINTENANCE
0000017883	2/22/2024	OFFICE DEPOT INC	OFFICE DEPOT JANUARY 2024	1300	210.57	090	CENTRAL KITCHEN
0000017884	2/22/2024	AMAZON.COM SERVICES, INC.	AMAZON-USB CHARGERS	0100	103.22	072	PROJECT SAFE
0000017884	2/22/2024	AMAZON.COM SERVICES, INC.	AMAZON-USB CHARGERS	0100	10.21	072	PROJECT SAFE
0000017885	2/23/2024	AMAZON.COM SERVICES, INC.	AMAZON ELP / PD / STORAGE BAGS	0100	12.91	072	PROJECT SAFE
0000017885	2/23/2024	AMAZON.COM SERVICES, INC.	AMAZON ELP / PD / STORAGE BAGS	0100	11.26	072	PROJECT SAFE
0000017886	2/23/2024	AMAZON.COM SERVICES, INC.	Amazon ELP RIO SECO / CRAFTS	0100	12.65	072	PROJECT SAFE
0000017886	2/23/2024	AMAZON.COM SERVICES, INC.	Amazon ELP RIO SECO / CRAFTS	0100	5.51	072	PROJECT SAFE
0000017886	2/23/2024	AMAZON.COM SERVICES, INC.	Amazon ELP RIO SECO / CRAFTS	0100	17.82	072	PROJECT SAFE
0000017886	2/23/2024	AMAZON.COM SERVICES, INC.	Amazon ELP RIO SECO / CRAFTS	0100	7.53	072	PROJECT SAFE
0000017886	2/23/2024	AMAZON.COM SERVICES, INC.	Amazon ELP RIO SECO / CRAFTS	0100	30.15	072	PROJECT SAFE
0000017887	2/23/2024	AMAZON.COM SERVICES, INC.	ELP SPRING CAMP	6300	22.60	072	PROJECT SAFE
0000017887	2/23/2024	AMAZON.COM SERVICES, INC.	ELP SPRING CAMP	6300	13.96	072	PROJECT SAFE
0000017887	2/23/2024	AMAZON.COM SERVICES, INC.	ELP SPRING CAMP	6300	8.18	072	PROJECT SAFE
0000017887	2/23/2024	AMAZON.COM SERVICES, INC.	ELP SPRING CAMP	6300	15.07	072	PROJECT SAFE
0000017887	2/23/2024	AMAZON.COM SERVICES, INC.	ELP SPRING CAMP	6300	16.16	072	PROJECT SAFE
0000017887	2/23/2024	AMAZON.COM SERVICES, INC.	ELP SPRING CAMP	6300	30.16	072	PROJECT SAFE
0000017887	2/23/2024	AMAZON.COM SERVICES, INC.	ELP SPRING CAMP	6300	15.07	072	PROJECT SAFE
0000017887	2/23/2024	AMAZON.COM SERVICES, INC.	ELP SPRING CAMP	6300	8.52	072	PROJECT SAFE
0000017887	2/23/2024	AMAZON.COM SERVICES, INC.	ELP SPRING CAMP	6300	5.27	072	PROJECT SAFE
0000017887	2/23/2024	AMAZON.COM SERVICES, INC.	ELP SPRING CAMP	6300	16.10	072	PROJECT SAFE
0000017887	2/23/2024	AMAZON.COM SERVICES, INC.	ELP SPRING CAMP	6300	17.20	072	PROJECT SAFE
0000017887	2/23/2024	AMAZON.COM SERVICES, INC.	ELP SPRING CAMP	6300	14.00	072	PROJECT SAFE
0000017887	2/23/2024	AMAZON.COM SERVICES, INC.	ELP SPRING CAMP	6300	10.76	072	PROJECT SAFE
0000017887	2/23/2024	AMAZON.COM SERVICES, INC.	ELP SPRING CAMP	6300	10.76	072	PROJECT SAFE
0000017888	2/23/2024	BOLLYWOOD DANCE CENTRAL	INV-BOLLYWOOD DANCE CENTRL-ELP	0100	1,800.00	072	PROJECT SAFE
0000017889	2/23/2024	FLEET SCIENCE CENTER	FLEET SCIENCE CNTR FIELD TRIP	0100	-	010	HILL CREEK SCHOOL
0000017889	2/23/2024	FLEET SCIENCE CENTER	FLEET SCIENCE CNTR FIELD TRIP	0100	730.00	010	HILL CREEK SCHOOL
0000017890	2/23/2024	CDW GOVERNMENT INC	CDW TONER - WO 7436 - HC	0100	166.61	067	SPECIAL EDUCATION
0000017891	2/23/2024	AMAZON.COM SERVICES, INC.	AMAZON- SPORT VESTS / CH	0100	48.46	003	CARLTON HILLS SCHOOL
0000017892	2/23/2024	WATKINS ENVIRONMENTAL, INC.	INV-WATKINS ENVORINMENTAL	0100	5,865.00	075	MAINTENANCE
0000017893	2/23/2024	AMAZON.COM SERVICES, INC.	AMAZON YALE HC	6300	19.38	072	PROJECT SAFE
0000017893	2/23/2024	AMAZON.COM SERVICES, INC.	AMAZON YALE HC	6300	7.53	072	PROJECT SAFE
0000017893	2/23/2024	AMAZON.COM SERVICES, INC.	AMAZON YALE HC	6300	32.67	072	PROJECT SAFE
0000017893	2/23/2024	AMAZON.COM SERVICES, INC.	AMAZON YALE HC	6300	9.69	072	PROJECT SAFE
0000017893	2/23/2024	AMAZON.COM SERVICES, INC.	AMAZON YALE HC	6300	23.69	072	PROJECT SAFE
0000017893	2/23/2024	AMAZON.COM SERVICES, INC.	AMAZON YALE HC	6300	6.66	072	PROJECT SAFE
0000017893	2/23/2024	AMAZON.COM SERVICES, INC.	AMAZON YALE HC	6300	19.38	072	PROJECT SAFE
0000017893	2/23/2024	AMAZON.COM SERVICES, INC.	AMAZON YALE HC	6300	21.49	072	PROJECT SAFE

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PO Number	DATE	VENDOR	DESCRIPTION	FUND	AMOUNT	LOC	LOCATION
0000017893	2/23/2024	AMAZON.COM SERVICES, INC.	AMAZON YALE HC	6300	10.76	072	PROJECT SAFE
0000017894	2/23/2024	AMAZON.COM SERVICES, INC.	AMAZON ELP ERC BANNERS	0100	225.95	072	PROJECT SAFE
0000017894	2/23/2024	AMAZON.COM SERVICES, INC.	AMAZON ELP ERC BANNERS	0100	75.32	072	PROJECT SAFE
0000017895	2/23/2024	AMAZON.COM SERVICES, INC.	AMAZON CARLTON HILLS ELP	0100	5.36	072	PROJECT SAFE
0000017895	2/23/2024	AMAZON.COM SERVICES, INC.	AMAZON CARLTON HILLS ELP	0100	8.64	072	PROJECT SAFE
0000017895	2/23/2024	AMAZON.COM SERVICES, INC.	AMAZON CARLTON HILLS ELP	0100	21.32	072	PROJECT SAFE
0000017895	2/23/2024	AMAZON.COM SERVICES, INC.	AMAZON CARLTON HILLS ELP	0100	14.97	072	PROJECT SAFE
0000017895	2/23/2024	AMAZON.COM SERVICES, INC.	AMAZON CARLTON HILLS ELP	0100	17.98	072	PROJECT SAFE
0000017895	2/23/2024	AMAZON.COM SERVICES, INC.	AMAZON CARLTON HILLS ELP	0100	15.07	072	PROJECT SAFE
0000017895	2/23/2024	AMAZON.COM SERVICES, INC.	AMAZON CARLTON HILLS ELP	0100	13.99	072	PROJECT SAFE
0000017895	2/23/2024	AMAZON.COM SERVICES, INC.	AMAZON CARLTON HILLS ELP	0100	10.76	072	PROJECT SAFE
0000017895	2/23/2024	AMAZON.COM SERVICES, INC.	AMAZON CARLTON HILLS ELP	0100	15.07	072	PROJECT SAFE
0000017895	2/23/2024	AMAZON.COM SERVICES, INC.	AMAZON CARLTON HILLS ELP	0100	10.76	072	PROJECT SAFE
0000017895	2/23/2024	AMAZON.COM SERVICES, INC.	AMAZON CARLTON HILLS ELP	0100	20.41	072	PROJECT SAFE
0000017896	2/26/2024	AMAZON.COM SERVICES, INC.	AMAZON-IPAD 10 GEN CASES/TECH	0100	59.13	067	SPECIAL EDUCATION
0000017897	2/26/2024	AMAZON.COM SERVICES, INC.	AMAZON YALE SYCAMORE CANYON	6300	39.86	072	PROJECT SAFE
0000017897	2/26/2024	AMAZON.COM SERVICES, INC.	AMAZON YALE SYCAMORE CANYON	6300	28.00	072	PROJECT SAFE
0000017897	2/26/2024	AMAZON.COM SERVICES, INC.	AMAZON YALE SYCAMORE CANYON	6300	8.91	072	PROJECT SAFE
0000017897	2/26/2024	AMAZON.COM SERVICES, INC.	AMAZON YALE SYCAMORE CANYON	6300	5.86	072	PROJECT SAFE
0000017898	2/26/2024	AMAZON.COM SERVICES, INC.	AMAZON ELP CFH	0100	18.51	072	PROJECT SAFE
0000017898	2/26/2024	AMAZON.COM SERVICES, INC.	AMAZON ELP CFH	0100	7.06	072	PROJECT SAFE
0000017898	2/26/2024	AMAZON.COM SERVICES, INC.	AMAZON ELP CFH	0100	9.69	072	PROJECT SAFE
0000017898	2/26/2024	AMAZON.COM SERVICES, INC.	AMAZON ELP CFH	0100	10.66	072	PROJECT SAFE



**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 (Location of Services)	Date(s) of Service	Amount	Funding
Monument Innovations	Trauma Informed and Resiliency Building Training	4-16-2024	\$2,000 (Not to exceed)	DoDEA
Inspired Life School Assemblies	BMX Bike Show	4-15-2024	\$3,385 (Not to exceed)	Unrestricted General Fund
Lunch Assist	Child Nutrition Consulting	1-1-2024 – 1-1-2025	\$12,000 (Not to exceed)	Unrestricted General Fund
Soccer Shots	Soccer Classes for YALE Preschool and Santee School District TK at Hill Creek and Sycamore Canton Schools	9-1-2023 – 6-30-2024	\$11,742 (Not to exceed)	Unrestricted General Fund
Stardom	Disc Jockey for ELP Heritage Festival	4-18-2024	\$400 (Not to exceed)	Unrestricted General Fund

**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: \_\_\_\_\_

Agenda Item E.2.4.

**BACKGROUND:**

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

The Commercial Warrants Audit manual stipulates that an agreement is to be executed with the Parent/Guardian whenever mileage reimbursement is provided. Agreements with parents/guardians opting to receive mileage reimbursement during the 2023-24 school year for the transportation of their own child(ren) are listed below:

School of Attendance	Round Trip Miles Per Day	# of Days	Per Mile Rate	Total Estimated Annual Cost
Carlton Oaks School	12	181	\$0.67	\$1,455.24
Carlton Oaks School	5.2	181	\$0.67	\$630.60
<b>Total:</b>				<b>\$2,085.84</b>

**RECOMMENDATION:**

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

This recommendation supports the following District goal(s):

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

**FISCAL IMPACT:**

The fiscal impact of \$2,085.84 is paid in lieu of District provided transportation.

**STUDENT ACHIEVEMENT IMPACT:**

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

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

Agenda Item E.2.5.

Consent Item E.2.6. Acceptance of Donations, Grants, and Bequests  
 Prepared by Dr. Marcia Hamilton  
 March 19, 2024

**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>
<b>DONATIONS</b>			
Cash for 6 <sup>th</sup> Grade Promotion Shirts	\$350.00	Sycamore Canyon PTA	Sycamore Canyon School
Cash – Fundraiser for Playground Equipment	\$178.30	Panda Express	Sycamore Canyon School
Cash for Fieldtrips	\$1,600.00	Sycamore Canyon PTA	Sycamore Canyon School
Cash – Fundraiser for Playground Equipment	\$222.94	Board and Brew	Sycamore Canyon School
<b>GRANTS</b>			
(None)			
<b>BEQUESTS</b>			
(None)			
<b>TOTAL RECEIVED</b>	<b>\$2,351.24</b>		

**RECOMMENDATION:**

It is recommended that the Board of Education approve of the donations, grants, and/or bequests listed above for the District.

This recommendation supports the following District goal(s):

<b>SUPPORTED</b>	<b>STRATEGIC OBJECTIVE</b>	<b>DESCRIPTION</b>
✓	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 \$2,351.24.

**STUDENT ACHIEVEMENT IMPACT:**

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

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

Agenda Item E.2.6.

Consent Item E.2.7  
 Prepared by Dr. Marcia Hamilton  
 March 19, 2024

Approval to Contract through the CUPCCAA  
 Informal Bid Process by Awarding the Lowest  
 Responsive and Responsible Bid for Spring  
 Break Projects

**BACKGROUND:**

On September 4, 2012, the Board of Education approved a resolution to utilize the California Uniform Public Construction Cost Accounting Act (CUPCCAA) for public works projects over the \$200,000 formal bid threshold. Staff has developed an approved vendor list following the procedures of the CUPCCAA process. This allows staff to seek informal bids or quotes for public works projects using the qualified vendors list for projects over the \$15,000 informal limit and under the \$200,000 formal bid limit. Bids that are anticipated to be above the \$200,000 threshold require a formal bid.

School Site	Contractor	Description	Cost	Funding Source
ERC ELP	Ruttkey	Demolish cabinets and paint	\$13,850	ELOP & Fund 63
Chet F. Harritt	Ruttkey	Replace damaged stucco	\$12,580	Deferred Maintenance
Pepper Drive	Ruttkey	Pour concrete pad for CNS and add retaining wall for erosion	\$31,850	RRMA
Cajon Park	Gilbert Fence	Add a sliding fence gate	\$5,900	RRMA

**RECOMMENDATION:**

It is recommended that the Board of Education provide approval to contract with the above approved contractors through CUPCCAA process to complete Spring Break 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:**

The fiscal impact is \$37,750 from RRMA, \$12,580 from Deferred Maintenance, and \$13,850 from ELOP.

**STUDENT ACHIEVEMENT IMPACT:**

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

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

Agenda Item E.2.7.

**BACKGROUND:**

Government Code 65995 regulates the collection of Developer Fees under various circumstances. There are 3 levels of fees, each requiring certain documentation and conditions before the fee can be levied.

- Level 1 fees are the current statutory fees (also referred to as “Stirling Fees”) allowed under Education Code section 17620.
- Level 2 fees are outlined in Government Code section 65995.5, and allow school districts to impose higher fees on residential construction if certain conditions are met. This level of developer fees is subject to a School Facility Needs Analysis (“SFNA”) based on Government Code section 65995.6.
- Level 3 developer fees are outlined in Government Code section 65995.7, and may be implemented by a district if the State certifies that there is no money available for facilities.

On November 7, 2023 the Board of Education approved consulting with Capital Public Finance Group, LLC to conduct our Developer Fee Justification Study.

The District has met the nexus requirements described in Government Code section 66001 to pursue Level 1 Developer Fees. The District is justified in charging up to the statutory maximum developer fee of \$5.17 per square foot of residential development and \$0.84 per square foot of commercial/industrial development.

As an elementary district sharing boundaries with Grossmont High School District serving grades 9-12, the District must split this statutory maximum fee with the High School District based on each district’s agreed upon share of the fee. Therefore, the District can levy developer fees up to 62% of the maximum statutory fee, or \$3.21 per square foot of residential construction and \$0.52 per square foot of commercial/industrial construction, except for rental self-storage facilities, which are justified up to a fee of \$0.04 per square foot. In accordance with Government Code section 66016.5(a), this study has identified the existing level of service for the Elementary District's school facilities and the new proposed level of service, and explained why the new level of service is appropriate.

<b>Fee Type</b>	<b>Residential</b>	<b>Commercial</b>
Previous Level 1 Fee (62%)	\$2.97	\$0.48
New Level 1 Fee (62%)	\$3.21	\$0.52

\*Except Rental Self Storage Facilities which will be charged \$0.04

**RECOMMENDATION:**

It is recommended that the Board of Education adopt Resolution No. 2324-12 increasing the Level 1 Fee for development projects in Santee School District to \$3.21/square foot for residential projects and \$0.52/square foot for commercial projects to be effective May 19, 2024, 60 days after adoption.

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:**

Fees collected for residential development projects will increase from \$2.97/square foot to \$3.21/square foot and fees collected for commercial development projects will increase from \$0.48/square foot to \$0.52/square foot.

**STUDENT ACHIEVEMENT IMPACT:**

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

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

Agenda Item E.2.8.

**RESOLUTION NO. 2324-12**

**ADOPTING AND IMPLEMENTING A CHANGE IN LEVEL 1 DEVELOPER FEES LEVIED ON RESIDENTIAL DEVELOPMENT AND LEVYING FEES ON COMMERCIAL AND INDUSTRIAL DEVELOPMENT TO FUND THE CONSTRUCTION AND RECONSTRUCTION OF SCHOOL FACILITIES**

On motion of Member \_\_\_\_\_, seconded by Member \_\_\_\_\_, the following resolution is adopted:

**WHEREAS**, pursuant to Government Code section 65995 and Education Code section 17620 the Santee School District (“District”) may levy a fee on all residential, commercial, and industrial development within the District boundaries, to fund the construction or reconstruction of school facilities; and

**WHEREAS**, the District has a facilities plan which states an overall vision for new school construction in order to meet the needs of District students; and

**WHEREAS**, the District has performed a study to assess the impact on the District’s facilities from residential, commercial, and industrial development and established a nexus between such development and the need for funding to construct and improve schools; and

**WHEREAS**, there is a continuing and urgent need for expansion and reconstruction of school facilities due to the impact of new residential construction as well as commercial and industrial development; and the State Allocation Board has established the maximum fee that can be levied by a school district is \$5.17 per square foot of habitable residential development and \$0.84 per square foot for commercial and industrial development for chargeable covered and enclosed space, which sums shall be used to fund the delivery of improvements to the District’s facilities and construct new facilities; and

**WHEREAS**, the District has agreed to split the statutory maximum developer fees with the Grossmont Union High School District on a 62%/38% basis.

**WHEREAS**, the District conducted a public hearing to discuss the proposed increase in developer fees for residential and commercial/industrial development and has considered the comments provided therefrom.

**NOW, THEREFORE, BE IT RESOLVED**, that the District shall change the fees levied on new residential development from \$2.97 per square foot to \$3.21 per square foot (62% of the established maximum fee) for all new residential development within the District boundaries, in accordance with Education Code section 17620.

**BE IT FURTHER RESOLVED**, that the District shall change the fees levies on new commercial and industrial development from \$0.48 per square foot to \$0.52 per square



foot (62% of the established maximum fee) on new commercial and industrial development, except rental self-storage facilities which will be charged \$0.04 per square foot of new construction, in accordance with Education Code section 17620.

**BE IT FURTHER RESOLVED**, that the Board of Trustees of the Santee School District (the “Board”) authorizes District staff to give notice to the City of Santee, the City of El Cajon, the County of San Diego, and other applicable agencies, of the Board’s adoption and implementation of this Resolution by serving a copy of the Resolution to each agency and by requesting that no building permits and no certificates of occupancy for residential, manufactured homes, mobile homes, commercial or industrial construction be issued without certification from the District that the specified fees, including any subsequent increases authorized by the State, have been paid.

**BE IT FURTHER** the District preserve a separate account where in all developer fees, including those fees collected pursuant to this Resolution will be deposited and the District shall review and provide the Board a report on the reconciliation of that account every fiscal year.

**BE IT FURTHER RESOLVED**, that if the District has unexpected or uncommitted fees within five (5) years of collection of those fees, the District will make the statutorily required findings or refund those fees.

**BE IT FURTHER RESOLVED**, that the developer fees established by this Resolution, including any increases for inflation as authorized by the State, shall be collected prior to the issuance of a building permit on each eligible unit.

PASSED AND ADOPTED by the Board of Education on March 19, 2024, by the following vote:

- AYES:
- NOES:
- ABSTENTION:
- ABSENT:

STATE OF CALIFORNIA )  
COUNTY OF SAN DIEGO )

I, Elana Levens-Craig, Clerk of the Board of Education, do hereby certify that the foregoing is a full, true, and correct copy of a resolution passed and adopted by the Board at a regularly called and conducted meeting held on said date.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Clerk of the Board of Education

**BACKGROUND:**

In 2013-14, with enactment of the Local Control Funding Formula (“LCFF”), State funding for Home to School (“HTS”) Transportation was established at a fixed amount, in perpetuity, based on the amount of funding each school district received in 2012-13 for both General Education and Special Education transportation. This was accomplished by providing an “add-on” (“Transportation Add-On) to the resulting LCFF funding AFTER all other factors, including COLA, were applied to the formula. Consequently, the Transportation Add-On remained fixed with the amount for Santee School District (“District”) permanently set at \$387,541.

Prior to 2013-14, the amount of funding provided by the State for Home to School Transportation was insufficient to cover the actual costs. Consequently, most school districts were forced to contribute other unrestricted general fund dollars to the program (“District Contribution to HTS Transportation”). Because the Transportation Add-On did not increase each year, the District Contribution to HTS Transportation grew over time as costs escalated. For 2022-23, the District’s costs for both General Education and Special Education transportation were \$1,728,636 producing a District Contribution to HTS Transportation from the unrestricted general fund equal to \$715,189.

Due to advocacy efforts by several statewide organizations representing school district governing boards and administrators, for the first time in more than 10 years, the 2022-23 enacted State Budget included additional funding for HTS Transportation of \$637 million. The funding now allows school districts to receive the greater of the current Transportation Add-On augmented for COLA, or 60% of reported transportation costs. This will allow the District to receive additional funding of approximately \$625,906 per year.

To qualify for this funding, the Board of Education must adopted a transportation plan by April 1st in accordance with California Department of Education requirements.

**RECOMMENDATION:**

It is recommended that the Board of Education approve the Santee School District Home to School Transportation Plan.

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 for the General Fund will be an increase in additional LCFF revenue of \$625,906.

**STUDENT ACHIEVEMENT IMPACT:**

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

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

Agenda Item E.2.9.

**SANTEE SCHOOL DISTRICT**  
**Home To School Transportation Plan**

**Background**

In 2013-14, with enactment of the Local Control Funding Formula (“LCFF”), State funding for Home to School (“HTS”) Transportation was established at a fixed amount, in perpetuity, based on the amount of funding each school district received in 2012-13 for both General Education and Special Education transportation. This was accomplished by providing an “add-on” (“Transportation Add-On) to the resulting LCFF funding AFTER all other factors, including COLA, were applied to the formula. Consequently, the Transportation Add-On remains fixed with the amount for Santee permanently set at \$387,541.

Prior to 2013-14, the amount of funding provided by the State for Home to School Transportation was insufficient to cover the actual costs. Consequently, most school districts were forced to contribute other unrestricted general fund dollars to the program (“District Contribution to HTS Transportation”). Because the Transportation Add-On did not increase each year, the District Contribution to HTS Transportation grew over time as costs escalated. For 2022-23, Santee’s costs for both General Education and Special Education transportation were \$1,728,636 producing a District Contribution to HTS Transportation from the unrestricted general fund equal to \$715,189.

Due to advocacy efforts by several state-wide organizations representing school district Governing Boards and Administrators, for the first time in more than 10 years, the 2022-23 enacted State Budget included additional funding for HTS Transportation of \$637 million. The funding now allows school districts to receive the greater of the current Transportation Add-On augmented for COLA or 60% of reported transportation costs. This will allow Santee to receive additional funding of approximately \$625,906 per year.

**Current Transportation Services**

The District currently owns 22 school busses: 8 large busses (60 or more passengers) and 14 small busses (25 or less passengers). In addition, the District owns four (4) ten (10) passenger vans. These vehicles traveled a total of 328,526 miles in the 2022-2023 school year.

The District currently operates a total of 13 routes; 3 for General Education students and 10 for Special Education students serviced by a total of 13 school bus drivers, 3 van drivers, and 5 bus attendants. In addition, the District provides transportation for students to the Boys and Girls Club and Santee Teen Center (City of Santee) under contract with those entities (“Outside Entities”). Finally, the District, on average, transports students on 270-275n field trips each year.

**SANTEE SCHOOL DISTRICT**  
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For 2023-24, the District is transporting 226 General Education students, 125 Special Education students, and 125 students to Outside Entities.

Transportation for General Education students is currently provided for students residing in the boundaries of, and attending, Chet F Harritt, Hill Creek, Pepper Drive, and PRIDE Academy due to the need to cross busy, multi-lane streets to walk to these schools.

Transportation for Special Education students is provided for those receiving services at a school other than their school of residence or because of the severity of their disability, as specified in their Individualized Education Plan (IEP). These students are currently transported to Cajon Park, Carlton Hills, Carlton Oaks, Chet F Harritt, Hill Creek, Rio Seco, Sycamore Canyon, and various non-public schools. The District provides reimbursement to parents monthly who opt to transport their own child(ren) receiving Special Education services to and from school for the total miles driven at the standard mileage rate established by the Internal Revenue Service.

**Priority for TK-6 and Low Income Students**

The District will prioritize the transporting of General Education students in Grades TK through 6 and low income students by doing the following:

- Establish non-service zones (“Non-Service Zone”) within the following radius distances from each school. Students must reside outside the Non-Service Zone for their home school (school of residence = school of attendance) to receive transportation:
  - TK – 6 = 1.0 mile
  - Grades 7-8 = 1.5 miles, as space allows
- The Governing Board may make exceptions to the Non-Service Zones based on special circumstances.
- Establish bus stops at designated locations using criteria established by the California Highway Patrol and consistent with the recognition of each school’s Non-Service Zone.
- Require submission of an application to receive General Education transportation service before the beginning of each school year to include home address, school of attendance, grade level and household income level.
- Determine the maximum capacity of bus routes (“Route Maximum Capacity”).
- Assign students to routes in the following order until the Route Maximum Capacity is reached:
  - Students residing in households with an income level at or below the “low income” threshold”,

**SANTEE SCHOOL DISTRICT**  
**Home To School Transportation Plan**

- Students in grades TK-6 residing in households with an income level above the “low income” threshold, and
- Students in grades 7-8 residing in households with an income level above the “low income” threshold.
- Add any students without a route assignment for which an application was received to a Waiting List to be contacted at a later date should space become available on the route

**Accessibility for Students With Disabilities and Homeless Youth**

Students with disabilities will continue to be provided transportation services, when specified in their IEP, in accordance with the current process. This process involves determining whether a student requires transportation, either because of the severity of their disability or because they must attend a school other than their school of residence to receive the services they need, and then what level of service they require, either station-to-station or curb-to-curb. Station-to-station is the default level of service in which pickup and drop-off is provided at the student’s school of residence or other centralized location determined by the District. Curb-to-curb service, whereby the student is picked up and dropped off at the safest location closest to their home, is only provided for students with severe physical disabilities or delay in social, emotional, or cognitive development such that they cannot independently navigate even the minimal distances required for station-to-station transportation. Parents of students qualifying for station-to-station or curb-to-curb service can opt to receive reimbursement for all miles driven in lieu of taking District provided transportation, at the IRS determined rate, to transport their student to and from their school of attendance in their personal vehicle.

Students designated as homeless are identified, monitored, and serviced by the Pupil Services department. Pupil Services will work with the family to ensure homeless students are transported to and from school. This can be accomplished by providing a free bus pass for the students to use the public bus system or by working with the Transportation Department to provide District transportation on existing bus routes.

**Free Transportation for Unduplicated Pupils**

Students receiving either General Education or Special Education transportation service, including Unduplicated Pupils -- defined as students who are low socio-economic, English learners, or foster youth -- will receive District transportation service at no charge.

**Prior Stakeholder Consultation for Original Plan**

In accordance with Education Code 39800.1, the District sought input from the following stakeholder groups:

**SANTEE SCHOOL DISTRICT**  
**Home To School Transportation Plan**

<b><u>Stakeholder Group</u></b>	<b><u>Method</u></b>	<b><u>Date(s)</u></b>
<b><i>Classified Staff</i></b>	-Discussion at Employer-Employee Relations Committee meeting -On-Line Survey	January 10, 2023
<b><i>Teachers</i></b>	-Discussion at Employer-Employee Relations Committee meeting -On-Line Survey	January 30, 2023
<b><i>School Administrators</i></b>	-Discussion at Principals Logistics Meeting -On-Line Survey	January 19, 2023
<b><i>Regional Local Transit Authority(ies)</i></b>	Email	Response received January 17, 2023 from SDMTS with no input
<b><i>Local Air Pollution Control District</i></b>	Email	TBD
<b><i>Local Air Management District</i></b>	N/A	N/A
<b><i>Parents</i></b>	-Discussion at Local Control Accountability Plan (LCAP) Community Input Session -On-Line Survey	February 28, 2023
<b><i>Pupils</i></b>	On-Line Survey	TBD
<b><i>Other Stakeholders</i></b>	On-Line Survey	TBD

Consent Item E.3.1.

Approval of Nonpublic Agency Master Contract with SPG Therapy for Speech Therapy

Prepared by Dr. Lisa Paisley  
March 19, 2024

**BACKGROUND:**

Speech therapy is necessary for some students with an Individual Education Program (IEP). Currently, there are 7.0 FTE Speech Language Pathologist (SLP) positions unfilled by Santee employees. Until permanent employees are hired, it is necessary to utilize a NPA to provide services. SPG Therapy can provide 1.0 FTE SLP to support students at Rio Seco.

**RECOMMENDATION:**

Administration recommends the Board of Education approve the Nonpublic Agency Master Contract with SPG Therapy for a 1.0 SLP for the term of April 8, 2024, through June 30, 2024. The Nonpublic Agency 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:**

FTE	Hourly Rate	Hours Per Day	Days Per Year	Total
1.0 Speech Language Pathologist (SLP)	\$92.80	6.5	52 days to include ESY	\$31,366.40

**Total \$31,366.40**

**STUDENT ACHIEVEMENT:**

Speech Therapy is necessary for some students with disabilities to demonstrate educational progress.

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

Agenda Item E.3.1.



Consent Item E.3.2.

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

Prepared by Dr. Lisa Paisley  
March 19, 2024

**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 The Institute for Effective Education for the remainder of the 2023-24 school year to address their unique needs.

**RECOMMENDATION:**

Administration recommends the Board of Education approve the Nonpublic School Master Contract with The Institute for Effective Education for one student for the term of February 26, 2024 through June 30, 2024.

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	Campus	Number of Students	Duration of Service	Cost per Day	Total Cost
The Institute for Effective Education (TIEE)	Children’s Workshop	1 student	2/26/24/23 – 6/30/24 (81 Days) including ESY	\$383.20	\$31,039.20
			& Individual Intensive Services	\$135.20	\$10,951.20
<b>TOTAL</b>					<b>\$41,990.40</b>

**STUDENT ACHIEVEMENT:**

Some students require alternative settings to demonstrate educational progress.

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

Agenda Item E.3.2.

Consent Item E.3.3.

Approval of Nonpublic Agency Master Contract with SAI Learning, LLC for IEE in the Area of Assistive Technology

Prepared by Dr. Lisa Paisley  
March 19, 2024

**BACKGROUND:**

As part of a student’s Individual Education Program (IEP), assistive technology is necessary for some students with disabilities to demonstrate educational progress. SAI Learning, LLC provides Independent Educational Evaluations (IEE) in the area of Assistive Technology.

**RECOMMENDATION:**

Administration recommends the Board of Education approve the Nonpublic Agency Master Contract with SAI Learning, LLC for an IEE in the area of Assistive Technology for the term of March 20, 2024 through June 30, 2024. The Nonpublic Agency 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 services are as follows:

<b>Nonpublic Agency</b>	<b>Term of Service</b>	<b>Total Cost</b>
SAI Learning, LLC	3/20/24-6/30/24	\$1,900
<b>TOTAL</b>		<b>\$1,900.00</b>

**STUDENT ACHIEVEMENT:**

Speech Therapy is necessary for some students with disabilities to demonstrate educational progress.

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

Agenda Item E.3.3.

Prepared by Dr. Lisa Paisley  
March 19, 2024

**BACKGROUND:**

LEAs that receive an ELO Program apportionment must operate an ELO Program for a minimum of 30 non-school days for no fewer than 9 hours per day. *EC* Section 46120(b)(1)(B). As part of this program, it is essential to ensure that students are provided with nutritious meals during these periods, aligning with state standards for nutritional requirements.

A revision to the Expanded Learning Opportunities Program Plan would incorporate the provision of lunch meals for students during the 30 non-instructional days mandated by the state. These meals will adhere to nutritional standards set forth by the state, ensuring that students receive balanced and healthy food options. Expanded Learning Programs will collaborate with relevant stakeholders, including food service providers, school staff, and community partners, to ensure smooth implementation of the lunch meal program.

**RECOMMENDATION:**

Administration recommends approval of the revision of the Expanded Learning Opportunities Program Plan to include lunch meals provided for students during the 30 non-instructional days the program operates.

This recommendation supports the following district goal:

- **Student Well-Being:** Provide social, emotional, and health service programs, integrated with community resources, to foster student character and personal well-being.

**FISCAL IMPACT:**

The revision of the Expanded Learning Opportunities Program Plan will not impact the general fund.

**STUDENT ACHIEVEMENT IMPACT:**

It is the District’s intention to provide support for staff and students to foster student well-being.

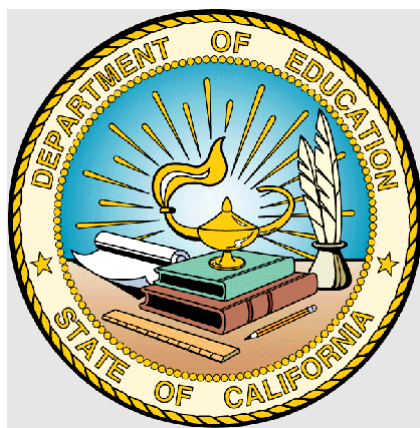
Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

Agenda Item E.3.4.

**Expanded Learning Opportunities  
Program Plan Guide 2023-2024**

# **EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE**

California Department of Education  
1430 N Street, Suite 3400  
Sacramento, CA 95814-5901  
916-319-0923



## **Santee School District Expanded Learning Programs Department**

9619 Cuyamaca Street  
Santee, CA, 92071  
619-258-2300



# Expanded Learning Opportunities Program Plan Guide

## Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

**Local Educational Agency (LEA) Name:** Santee School District

**Contact Name:** Chrishaun Green

**Contact Email:** Chrishaun.green@santeesd.net

**Contact Phone:** 619-258-2369

**Instructions:** Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Cajon Park
2. Carlton Hills
3. Carlton Oaks
4. Chet. F. Harritt
5. Hill Creek
6. PRIDE Academy
7. Pepper Drive
8. Rio Seco
9. Sycamore Canyon

### Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

### Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning

# Expanded Learning Opportunities Program Plan Guide

experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in *EC* Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

## Instructions

This Program Plan needs to be approved by the LEA’s Governing Board in a public meeting and posted on the LEA’s website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education’s (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

# Expanded Learning Opportunities Program Plan Guide

The Expanded Learning Opportunities Programs (ELOP) are designed to increase access to educational and enrichment services beyond **PRIDE ASES and Project SAFE's** current offerings. Currently, ASES and 21st CCLC limit the number of students that access the program, based on funding level.

ELOP will allow schools to increase service offerings in academics, wellness and enrichment and give ALL students and families the flexibility to participate based on their needs and interests.

## **1—Safe and Supportive Environment**

**Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.**

Santee School District will utilize a system for tracking student enrollment and attendance through EZ ChildTrack and PowerSchool to ensure that eligible students are able to participate in ELO-Programs. Procedures will be in place to ensure that students are always accounted for.

Safety procedures will include, but are not limited to, mandated reporting, suicide ideation, threat assessment, effective supervision, inappropriate touching, etc. Additionally, district administration is available to support the after-school programs and can be called upon for assistance or guidance. In cases when district administrators are not available, the Sheriff's Department will be contacted for consultation or support.

All program staff will be clearly recognizable and wear the designated, easily identifiable Expanded Learning Programs Badges, at all times. All school sites will be fully secured during program hours with established single entry/exit access points. Educational Partners will be required to go through a thorough background check, prior to working with students.

Students will be signed in at the start of their program each day that they attend. All students must be signed out to a parent/guardian or approved adult over the age of 18 on their enrollment form, in order to be dismissed from the program. The after-school program schedule will include times and locations with assigned staff and will be referenced with classroom rosters so that staff has an exact location for every child while on campus. Staff will continuously monitor classroom rosters, conducting headcounts before and after each transition.

The safety procedures in place during the school day will be strictly adhered to, always. After school programs will be included in each school's safety plan and staff will be trained on safety protocols prior to the start of the school year. Monthly emergency evacuation drills will be implemented, and staff will know the locations of fire extinguishers on their campus. Earthquake and lock down drills will be conducted two times per school year. A current and easily accessible list of emergency contacts for students will be maintained. Staff will have immediate access to printed student emergency contacts, and access to EZ ChildTrack and PowerSchool student databases. Santee School District will provide health support (e.g., after hours nurse or LVN) on call during program hours in the event of a health emergency or injury.

The after-school program will use a positive discipline model aligned with the district's research-based Multi-Tiered System of Supports (MTSS). Each school's MTSS model includes interventions including counseling, socio-emotional learning, and support. Each school's MTSS expectations will be integrated into the sites after-school program. This alignment will ensure high

# Expanded Learning Opportunities Program Plan Guide

levels of student social-emotional learning services that supports a safe and nurturing environment.

During the program, all staff will be expected to always maintain line of sight of all students. Students will be monitored by program staff when they need to leave program location for reasons such as, but not limited to, restroom breaks, or parent pick-up. Staff will have two-way radios to ensure prompt communication as part of emergency and safety procedures. In addition, Site Leads will have a district site cell phone.

Comprehensive staff training will occur prior to the school year. The Expanded Learning Programs Programs department will provide: 2-5 professional development days prior to the school year starting, two (2) department wide PD days, and two (1) site level professional development day, which will be held during program closure days. The sites will host monthly meetings, two (2) hours per month, to discuss site specific protocols and revisit safety procedures as needed. All professional development days and staff meetings will dedicate a portion of the agenda/topics to discussing a safe and supportive environment, including safety protocols.

When addressing student injuries, staff will follow established protocols when dealing with accidents. In the event of any minor or major emergency, staff will immediately notify parents of the incident and involve the necessary support staff needed to assist the student. Support personnel include, but are not limited to, the district or school nurse, site administration, district administration, and paramedics. To effectively communicate with parents in the event of an emergency or student accident, the program will keep emergency contact information for each student on file, physically and securely in an office/designated space. Staff will have access to the districts and department's enrollment database to find additional contact information, if needed. Staff will document any minor or major injury for parents, emergency, and district administrators.

## ***What and how should the program provide a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of students?***

MTSS practices are designed to produce effective systems, which foster positive attitudes, caring relationships, and a healthy learning community. In a collaborative effort, staff will monitor and teach students program expectations, safety practices, and social emotional practices. To generate a culture where students model exceptional behavior, the staff will develop a behavior matrix with student input. The published matrix will be communicated to students through large/small group assemblies or on an individualized basis. Additionally, our "Areas of Focus," will be used when program management walk through program sites to support technical assistance, coaching and feedback.

All staff will be trained in Positive Relationship Building and how to develop positive mentoring relationships with students. Additionally, all program sites will align with MTSS practices:

- Align program-wide expectations with the school day expectations
- Students will be trained and practice MTSS expectations
- Expectations will be reinforced by staff and retaught, if needed
- When expectations are not met interventions will be provided with documentation

To support social emotional learning of students, and in alignment with the core day, staff will be trained and will implement ASSETS series designed specifically for expanded learning programs that teach leaders trauma-informed behavior management tools and purpose-driven systems that sustain quality while creating replicable success in any after school setting(Afterschool Unlimited,



## Expanded Learning Opportunities Program Plan Guide

2022). Additionally, the after-school program will implement and train all staff on the Collaborative for Academic, Social and Emotional Learning (CASEL) three (3) Social Emotional Learning (SEL) Signature Practices:

1. Welcoming/Inclusion Activities,
2. Engaging Strategies, Brain Breaks, and Transitions, and
3. Optimistic Closures.

These signature practices will be embedded throughout the program and are one of many tools for fostering a supportive environment and promoting SEL. They will intentionally and explicitly help build a habit of practices through which students and adults enhance their SEL skills (CASEL, 2019).

“The SEL 3 Signature Practices will support the ABCs of an effective learning environment (Richard M. Ryan and Edward L. Deci):

- **A—Autonomy:** The need to be in control of oneself and empowered to make decisions. Participants make personal choices about what they say and do in each of the activities.
- **B—Belonging:** The need to be accepted and valued by others. The activities are designed so that every person can be heard and seen without judgment, and to help build relationships with others and with content.
- **C—Competence:** The need to be effective or to accomplish things. The 3 SEL Signature Practices give participants opportunities to be effective across a variety of contexts and to strengthen intra- and inter-personal skills during the school day, in Expanded Learning Programs experiences, or at work.”

# Expanded Learning Opportunities Program Plan Guide

## **2—Active and Engaged Learning**

**Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.**

### **Educational Literacy**

Staff will use techniques aligned with the core-day classroom to assist students. Students will have access to technology during the educational literacy component to assist with tutoring services and accelerate digital learning. Digital literacy programs will be considered if school sites have identified this as a need and aligned with the enrichment cycle offerings (see Quality Standard #4). Digital literacy can include, but is limited to, coding, creating podcasts and website development. The use of these technology-based programs will enhance students' digital literacy competencies and improve skills for the 21st CCLC learner.

With literacy as an ongoing focus, all programs will work in partnership with each site's librarian/librarian media technician to develop a reading program that will promote student literacy, incentive reading challenges, and increase student scores. Literacy programs to be offered include, but are not limited to reading clubs, literacy circles, read aloud, community reading goals and site reading competitions. These programs will be planned in collaboration with each site's instructional media technician, administrators, and school and community educational partners so that all voices are heard during the planning process. This process will take place months before the literacy component is finalized. Educational Partners, such as the LitArt curriculum will be leveraged to incentive reading challenges.

***Provide examples of best practices, including research or evidence-based practices that were used to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.***

### **Educational Enrichment Activities**

The planning of educational enrichment activities will involve a collection of student and site data that will drive the selection of educational enrichment activities. Student data will be collected through a site student google survey and/or feedback focus group where students will be able to select an interested club or activity. These surveys and/or focus groups will consist of a series of questions that will be focused on enrichment interests and suggested clubs. The surveys and/or focus groups will be administered at the beginning of the ELO program planning to support in identifying the site's educational enrichment focuses for the school year. This will give an opportunity for student and parent voices to drive the selection of these activities. Site data will also be considered if there is a need for specific programs that focus on character development, cultural awareness, community and civic engagement, and self-identity.

Once these programs have been identified, all students will have the opportunity to enroll within a set enrollment period. The recruitment and enrollment phase will ensure that all students and parents are informed about programs being offered on site and will give an equal opportunity for

## Expanded Learning Opportunities Program Plan Guide

all students to be able to self-select and participate in this enrollment process. If students are unable to participate due to capacity, a waitlist will be established to ensure students are given a chance to enroll in an alternative program when available. Some programs can include options such as: Cultural Awareness, Character Development, Community and Civic Engagement, Historical News and Events, Engineering Projects and Design, Self-Identity, and Current Events. We will leverage educational partners, programs, subject areas experts, and additional staff who are interested in leading these enrichment activities.

***What educational literacy and educational enrichment activities, aligned with the regular school day, should be offered to enhance academic performance achievement and positive youth development?***

### **Positive Youth Development Strategies:**

Positive Youth Development Strategies utilizing the BUIC model (described below) will be embedded in all academic and enrichment activities. All staff will be trained in these youth development focus areas, strategies. Our staff onboarding will review these strategies and ensure that all are made aware of how to incorporate them within their programs. Staff will identify student leaders who can provide peer to peer mentoring when needed. Peer to peer mentoring and a student support group will be established to give students a sense of belonging.

Successful character development, club programs, and services will promote and enhance the development of Santee School District students by instilling:

#### B- A Sense of Belonging

- Students know they are welcome and feel that they fit in and are accepted.

#### U- A Sense of Usefulness

- Students know the satisfaction of doing something of value to others.

#### I- A Sense of Influence

- Students know their opinions are heard and valued and that they can influence decisions.

#### C- A Sense of Competence

- Students feel proud and confident when they acquire new skills and know they can do something and do it well.

# Expanded Learning Opportunities Program Plan Guide

## 3—Skill Building

**Describe how the program will provide opportunities for students to experience skill building.**

***What types of educational literacy and educational enrichment programs and/or activities can be offered that contribute to the improvement of student academic achievement as well as overall student success?***

The Expanded Learning Programs Programs will offer rotations that reinforce literacy. For TK-8<sup>th</sup> Grade students, staff will lead students through LitART activities each day for a minimum of 30 minutes where students learn and practice vocabulary, fluency, and comprehension through hands-on and interactive lessons.

In addition to educational literacy reinforcement, a STEAM (Science, Technology, Engineering, Art, and Mathematics) enrichment activity will be offered weekly to improve academic achievement and overall student success. Each month will focus on an aspect of STEAM (e.g., Science, Technology, etc.). Through project-based learning, students make concrete connections to everyday life while developing creative thinking and problem-solving skills that they will use throughout their lives. Students will present their projects or describe how they completed an activity and share the skills they either utilized or learned to finish the task and/or project.

***What types of enrichment programs/activities can be offered to develop 21st Century Skills of Communication, Collaboration, Creativity and Critical Thinking?***

The program will enhance the 21st Century skills of communication, collaboration, critical thinking, and creativity (the “four Cs”) by engaging students in project-based learning activities. Furthermore, these projects can have a STEAM based focus to further enhance using 21st century skills. As elaborated in the section above, groups of students will collaborate with each other to address a topic, challenge, or question. At the end of the project, student groups will share their findings/results/product with their peers in a presentation and discuss which skills they learned and utilized to complete their project.

To support learning of 21st Century skills, staff will be trained on the “four Cs” to ensure that activities have intentional practice of the skills such ensuring that activities are student inquiry based and hands-on. The activities plan for all enrichments will have a section devoted to identifying how the four Cs will be used and reinforced during the activity.

Reinforcement at home of the four Cs (communication, collaboration, critical thinking, and creativity) is essential to ensure students internalize and apply these skills. Each project will include a take home portion that will ask families to provide their input. The “take home” section will be inquiry based and will allow students and family members alike to explore and problem solve together. Additionally, information on 21st Century skills will be shared with parents along with the inquiry-based learning model so they can create an environment at home where these skills and learning model can be practiced and reinforced.

## Expanded Learning Opportunities Program Plan Guide

***What types of enrichment programs/activities can be offered to develop skills for students to be College and Career Ready?***

Expanded Learning Programs Programs will provide intentional opportunities for students to develop skills to be college and career ready. To encourage students and their families to think about a college pathway, sites will provide parent information bulletins on how to navigate their child through the education system. With the goal of empowering parents with this knowledge as soon as possible, these informational bulletins will be offered to parents of all grade levels.

# Expanded Learning Opportunities Program Plan Guide

## 4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

***What opportunities can be provided to students where they can share their viewpoints, concerns, or interests (i.e., student advisory group) that will impact program practices, curricula, or policies, including opportunities for student leadership?***

Student input is critical to program design. A diverse student advisory group will be established with students in fourth through eighth grade and will meet monthly at each school site. The advisory group will discuss upcoming activities and/or events, strategies to gather peer feedback, and share ideas for program/school improvement related to school day and after school. The advisory group will also participate in leadership development, along with service learning through the WE Schools curriculum, which provides access to issues-based lesson plans and more to help students take action on local and global issues while building skills like resilience, empathy and problem-solving. (WE School, 2022)

Student feedback will also be gathered via surveys and focus groups and will be used to determine enrichment program selection and after school activities.

***How will students in lower grades be able to make choices when participating in program activities, and how will students in higher grades actively exercise their leadership skills by addressing real world problems that they identify in their communities (e.g., service learning)?***

Enrichment cycles will be developed, and ALL students will have the opportunity to choose which enrichment activities they would like to participate in after-school. The enrichment offerings will be aligned to the feedback gathered by the students within each grade level span. Additionally, the district will establish partnerships with educational organizations who provide services in the areas that are sought after.

For example:

<b>Cajon Park Elementary Enrichment Cycle #1 – INERT DATES (00-weeks)</b>				
<b>Enrichment Name</b>	<b>Grades</b>	<b>Days</b>	<b>Times</b>	<b>Sign up here</b>
	TK- K			<a href="#">Link</a>
	1-3			<a href="#">Link</a>
	4-8			<a href="#">Link</a>
				<a href="#">Link</a>
				<a href="#">Link</a>

The enrollment and attendance of the enrichment programs will be monitored to determine if the

## Expanded Learning Opportunities Program Plan Guide

program should be offered in the next enrichment cycle.

Service learning will be leveraged to connect students to their community. Each semester the department will have an established service-learning theme and resources will be shared. Staff will work with their student advisory groups to determine which service-learning activities they will host (1-2 activities) on their campus. Students' participation will be logged monthly. All students who participate in service-learning hours will receive a certificate and those who have more than 30 service-learning hours at the end of the school year will receive special recognition. The students will be using the WE School curriculum to learn, engage, and participate in service learning. The WE Schools program is recognized for the impact it has on students' sense of themselves and their connection to the world. The goal is to equip a new generation of young people with the vision, knowledge, skills, self-confidence, and passion to tackle society's most pressing issues locally and globally, from bullying and homelessness to poverty and the environment.

(WE Schools, 2022)

### ***What opportunities can be developed for students to mentor, lead curricula and activities?***

Typically, after-school staff are trained in and will go through the "Club Development Process" before introducing new clubs to students. To encourage mentorship and leadership, students of all ages can develop their own club following the "Club Development Process - Student edition:"

1. Assess and determine the club topic/focus
2. Ask an afterschool staff to serve as a facilitator
3. Calendar out the club and plan benchmark events (e.g., frequency of meetings, length of time, location, etc.)
4. Complete a program planning tool
5. Create a flyer and market the club to students to sign up
6. Conduct the club and track attendance
7. Host the showcase, culminating event or project

An example of a student led club is the Green Sustainability Club. The goal of this club is to establish a recycling program on campus and teach other students about the benefits of recycling.

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## 5—Healthy Choices and Behaviors

**Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.**

***What types of healthy practices and program activities should be offered that will be aligned with the school wellness plan?***

The program will align its wellness initiative with the district’s health and wellness policies. Additionally, it will ensure that all students are engaged in regular physical activity, that healthy food choices are served and promoted, and that self-regulating and pro-social behaviors are fostered and practiced. One-third of the program schedule will be dedicated to supporting health and wellness through physical activity, nutrition, self-care, and social emotional learning.

At no cost to program participants, all students will be provided with a healthy snack during the academic school year. During the supplemental program, students will receive a lunch and a snack at no additional cost. The Santee School District will partner with a catering company that offers school lunch meals while adhering to healthy nutritional practices. To establish healthy nutrition and reinforce healthy choices, the composition of these meals meets the Federal Free and Reduced Lunch guidelines for nutrition and portions.

***Describe how the program will incorporate healthy nutritional practices, and the types of daily developmentally appropriate and/or research-based physical activities the program will conduct. Include any collaborative partnerships with wellness organizations.***

students will have the opportunity to participate in a physical fitness club program. All sites will be able to leverage site experts, such as ~~Playworks~~ promote healthy physical exercise. Students will improve their muscle strength, endurance, team comradely, and much more. TK-8<sup>th</sup> grade These physical fitness components will also include a nutrition emphasis. This could include, but is not limited to discussions, lessons, and promoting of healthy snacks.

***Give three to five examples of nutritious snacks or meals that follow the California Nutritional Guidelines that are served in your after-school program.***

### Sample Menu

Monday	Tuesday	Wednesday	Thursday	Friday
Milk and Muffin	Yogurt and Graham Crackers	Cheese and Apple Slices	Juice and Granola Bar	Milk and Muffin

***What types of healthy practices and program activities should be offered that will be aligned with the school wellness plan?***

### Social Emotional Well Being

In efforts to support the mental health of students, mental health resources and social emotional learning signature practices will be offered daily to ensure the well-being of students is a primary focus to our ELO-programs. Please reference the Social Emotional supports below.

### Social Emotional Learning (SEL) Signature Practices



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SEL signature practices will be embedded in all components within the ELO-program. These practices include welcoming rituals, engaging communication, and optimistic closures. As this will be the focus of our foundational staff practices, staff will be trained to embed these SEL signature practices throughout the entirety of the program.

### **Mental Health Awareness**

Mental Health Campaigns (e.g., Mental Health Awareness Weeks/Months, challenges, self-care, and mindfulness) will continue to be the focus of our ongoing support. These campaigns will target how to recognize the signs of mental health issues, how to identify when to ask for help and will highlight students who are advocates for their peers.

Another component to mental health awareness is to equip the students' parents/guardians with the tools that are needed to recognize mental health concerns/issues. This will build the capacity of parents to recognize mental health behaviors that require additional support and will allow them to request this sooner.

The Expanded Learning Program will incorporate the curriculum Second Step into the after school program. Second Step focus on SEL for children. The Expanded Learning Program will maintain the same calendar schedule for Second Step that is operated during the instruction day. Students will have an extended amount of learning in SEL after school. Expanded Learning Programs will incorporate Second Step curriculum into their enrichment component twice a week.

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## **6—Diversity, Access, and Equity**

**Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.**

***How can the program create an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds?***

The Expanded Learning Programs will promote diversity and inclusion by providing opportunities for students to celebrate their cultural and unique backgrounds. Program staff will include adults with backgrounds similar to the students. Staff will be provided with on-going training on equity and diversity to ensure the program creates an environment that promotes diversity and celebrates the students' cultural and unique backgrounds.

The program celebrates students' culture in a variety of ways. One of the most prominent ways is through the infusion of culturally rich experiences that highlight the rich heritage of our students. Students will explore their heritage and culture in groups through activities, projects, presentations, and/or performances. Furthermore, activities that involve the family will bolster the celebration of students' culture and backgrounds.

To promote diversity, the program will expose students to cultures and heritages different from their own. Field trips to museums, science centers, as well as college campuses for all grade levels will broaden and enrich the students' appreciation of the diverse world in which they live. In addition to field trips, the program will highlight cultural events such as Black History Month, Women's, History Month, etc. Programming and activities build student awareness and appreciation of the history, backgrounds, and cultures that are celebrated in these month-long highlights. The program will explore different culture from around the world each month. The curriculum will highlight a day in the life of a child from different countries, along with words and phrases they use, food they eat, and an art activity that will be displayed for families.

***How can the program ensure support to students with disabilities, English language learners, and other students who have potential barriers to participate in the program?***

Access to Expanded Learning Programs is essential to meet the needs of students, especially those with disabilities, English language learners, and/or students that have barriers that could potentially limit their participation.

For students with disabilities, the Expanded Learning Programs will provide support staff who have training in working with students with special needs. The Expanded Learning Programs Department will collaborate with the Special Education Department to develop professional development to build the knowledge and skills of staff needed to work effectively with students with special needs. In addition, the Special Education Department will conduct on site training and coaching when sites need additional support with special needs students. Furthermore, Special Education and Expanded Learning Programs will collaborate on reasonable accommodations as they relate to student's IEP's and determine a communication and support plan.

To meet the needs of English language learners (ELL), staff will be trained on English language development and best practices to support ELL's such as the use of visuals and guided oral California Department of Education

Created September 30, 2021

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trained on effective strategies to support ELL students and program activity plans will incorporate intentional use of the ELL supports to ensure these students have access to the material and content.

Expanded Learning Programs have often been a safe-haven for students who experience challenges at home or attending school. Staff trained in Youth Development and Mentoring will create a safe space for these students to thrive. The program offers an opportunity for at-risk students to be and feel successful with their interactions with adults and peers. Furthermore, the enrichment components of the program (e.g., student clubs, enrichment, etc.) provide students who struggle academically with opportunities to develop, improve, and excel in other avenues that are not confined solely to academics. These programs will be inclusive and committed to serving the needs of students and removing potential barriers so that they are able to participate more fully in the program.

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## 7—Quality Staff

**Describe how the program will provide opportunities for students to engage with quality staff.**

***Describe how the program’s administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.***

Program management will conduct regular site visits on a weekly basis and build intentional relationships with site administration, staff, parents, and students. Program Administration will work closely with Site Leadership (Site Leads) to ensure department goals and focuses are being delivered with fidelity and provide support as guided through the Expanded Learning Quality Standards. Site visits will provide technical support in the areas, but not limited to, quality standards focus goals, staff, students and parent support, educational partner guidance, etc.

***Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.***

The positions within the Expanded Learning Programs at a site level comprehensively create a supportive, safe, and engaging environment for students. (ex. Expanded Learning Site Lead, Expanded Learning Assistant Site Lead, Expanded Learning Program Enrichment Leader, Student Support Assistant, and Instructional Assistant Special Education II). Each position has a detailed list of job duties and responsibilities that are tied to their experience requirements. Each applicant is vetted through the Santee School District Human Resources and Expanded Learning Department. A thorough background and interview process takes place, to ensure students engage with highly qualified staff.

Recruitment process is a comprehensive outreach approach that is comprised of workforce hiring databases, local colleges, and universities in-person job fairs, fliers and electronic communication, local businesses, and word of mouth. Collectively, hiring communication is disseminated to target key stakeholder employment.

***Describe the type and schedule for the continuous professional development that will be provided to staff.***

The Expanded Learning Programs staff will take part in continuous professional development throughout the year. At the beginning of the school year, all staff will take part in a three (3) to five (5) day professional development days.

Throughout the year, Site Leads will attend monthly meetings with Program management where they will be introduced to new program goals, curriculum training, and/or resources. Site Leads will then take the information back to their school sites and inform their team at their staff meetings. Each site is given two hours a month of site level meetings.

Online professional development will be provided to all staff throughout the year, as technical support is requested, and/or new information is being introduced.

***Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended.***

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<b>Playworks</b>	In partnership with teachers, principals, and parents, we build a culture of play that enables kids to feel a real sense of belonging and can contribute on the playground, in the classroom, and into their communities.
<b>ASSET Professional Development - Afterschool Unlimited</b>	We work with the trendsetters, forward-thinkers, and innovators in after school programming. Our partners implement a diverse range of unique program models; from STEM centered after school programs, adventure education, arts and enrichment day camps, and everything in between. We teach leaders trauma-informed behavior management tools and purpose-driven systems that sustain quality while creating replicable success in any after school setting.
<b>LitArt (<i>Interactive Reading Curriculum</i>)</b>	LitART LEARN is an engaging, comprehensive, standards-aligned, evidence-based literacy curriculum that combines award-winning books, effective reading strategies, and creative response activities.
<b>Second Step (SEL enrichment curriculum)</b>	Second Step® Out-of-School Time is a research-based, social-emotional learning (SEL) program designed specifically to meet the needs of out-of-school time settings. Built on the foundation of our trusted SEL programs, this program helps teach social-emotional skills like community-building, empathy and kindness, and growth mindset to children

### **8—Clear Vision, Mission, and Purpose**

**Describe the program’s clear vision, mission, and purpose.**

***Describe how the needs of the community, students, parents, and school were identified (i.e., assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.***

The Expanded Learning Programs Department supports the Santee School District through quality child-centered preschool and school-age programs that provide a safe environment and a variety of opportunities that enrich the lives of children and youth.

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The Expanded Learning Programs Department conducted an Educational Partner survey that was shared with students, parents, and staff for the 2021-2022 school year. Based on the results of the survey, key program focus areas were identified. Furthermore, the district's LCAP Goals provided guidance on how to address the needs.

***Describe three to five program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.***

To ensure that all resources are optimized by the district to meet the needs of students, parents, and the community, program goals will align the district's priorities.

- Teaching and Learning
- Educational partner communication and engagement
- Safety and Wellness

Therefore, to align the program with the district's overarching LCAP priorities, the following program goals were developed incorporating the Quality Standards for Expanded Learning Programs.

1. The program provides an environment where students feel safe at school both physically and emotionally. (QS 1, 6)
2. The program supports student achievement academically, physically, and socially. (QS 1, 2, 3, 5)
3. The program provides opportunities for students to develop 21<sup>st</sup> Century skills and Leadership skills by engaging in the enrichment development process. (QS 3, 4)
4. The program provides opportunities for students and parent to engage in activities and events with each other and the community. (QS 3,6)

***Describe how the program has engaged or will engage educational partners (i.e., principal, instructional day teachers and other instructional day staff, families, students, program staff, community members, and other community partners) in the creation of the program's mission, vision, goals, and expected outcomes based on the needs of the specific community.***

The program will engage all educational partners including: (students, parents, staff, and community) by ensuring that its vision and mission go hand in hand and are reflected in the program goals and objectives based on educational partners input collected.

Over a period of several months, Program Administration held a series of workshops with all site level leadership. The existing program's mission, vision, goals were shared, alongside the Expanded Learning Quality Standards.

A series of monthly workshops were held by program management and educational partners were asked to participate and share out in several activities that engaged and provided feedback towards the creation of the revamped program's mission, vision, goals and expected outcomes.

The program will monitor progress towards its goals regularly and will continue to collaborate with all educational partners in the process of reviewing and modifying any currently or additional goals. In addition, progress and outcomes related to program goals will be shared out to educational partners via the Expanded Learning parent newsletter.

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## 9—Collaborative Partnerships

**Describe the program’s collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.**

***Describe the collaborative partners that will be involved in the process used to plan, implement, and update the after-school program plan.***

A collective effort of departments and school site educational partners were involved in the process to develop, implement, and update the ELOP Expanded Learning Programs department after-school plan. The Human Resources, Business Services and Education Services were key members in the process alongside, school site personnel, students, and parents.

Each department met each month to assist with the implementation of ELOP in our Expanded Learning Programs. Collaborative meetings allowed for departments to assist in hiring and recruitment, planning and training of the California Quality Standards, and assistance with creating TK/K programs for before and after school starting in the 2022-2023 school year.

***List and describe at least three to five collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).***

**Certificated Teachers-** Tutoring

**Educational Partners-** Based on MOU

**ASSET Education-** Professional Development

**Playworks –** Professional Development

**LitArt –** Professional Development

**Curriculum and Development Department–** Professional Development

**Human Resources –** Hiring and recruitment

***Identify any potential collaboration and partnerships that would be of benefit to the after-school program and describe your efforts to include them.***

The Expanded Learning Programs Department continues to seek opportunities to partner with the City of Santee and hopes to partner with local businesses and higher educational institutions to provide college and career readiness for students. Executive Council has strong partnership with the City of Santee that connects OST Administration with local partners regularly and is hopeful that this will yield opportunities to build new partner relationships and strengthen long-standing ones.

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## 10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

*Describe how the program will engage in a data-driven CQI process (i.e., assess program quality, plan, and improve program quality) based on the Quality Standards for Expanded Learning in California, available on the After School Network web page at (<http://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-california>). Include timelines, roles of staff and other educational partners, and how the results of the assessment(s) will help refine, improve, and strengthen the program.*

*Please visit the CDE's Guidelines for a Quality Improvement Process web page at <https://www.cde.ca.gov/ls/ex/cqiguide.asp>.*

The Continuous Quality Improvement process will work in conjunction with the Expanded Learning Quality Standards. Every year an internal assessment will take place at each of our school sites to ensure the quality standards are being met, and program improvement and accountability are occurring.

The department will identify key quality standards that will be the focus of the year. Collectively with site leadership, program management team will establish monthly program goals and focuses. Ongoing technical assistance and resources will be provided to each school site.

Through ongoing stakeholder survey, results will determine program goal achievement and opportunities for growth. Program goals and focuses will be shared with Site Administration, parents, staff and students through meetings, bulletins, and/or letters.

The CQI tool will be assessed semiannually by a key educational partner, District Administrators, parents, and Site Leads to determine areas of focus for implementing the California Quality Standards. The CQI tool will be used to provide ratings on evaluation of each program. The CQI tool will be used as feedback for each before and after school program on how well they are implementing the California State Quality Standards for Expanded Learning Programs. District Administrator will use the CQI model of Asses, Plan, and Improve.

### Asses (Data Analysis and Reflection)

1. Clear data trends
2. Areas of strength
3. Areas of improvement
4. Short-term and long-term goals

### Plan

1. Specify objectives
2. Create a plan to meet objectives

### Improve

1. Provide resources and collaboration for staff to meet objectives
2. Provide on-site training and professional development for staff in areas of focus that address the planned objectives



# Expanded Learning Opportunities Program Plan Guide

## 11—Program Management

Describe the plan for program management.

***Describe how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.***

ELOP funding will allow our schools to increase service offerings in academics, wellness and enrichment and give ALL students and families the flexibility to participate based on their needs and interests.

The design will increase access to educational and enrichment services beyond **PRIDE ASES and fee-based Expanded Learning Program** current offerings. Currently, ASES and 21st CCLC limit the number of students that access the program, based on funding level. By increasing access to educational and enrichment services, it will enhance our department's program vision and mission and goals of providing a safe environment and a variety of and youth.

Funding will promote active and engaged learning opportunities for students who are not currently in ASES and 21<sup>st</sup> CCLC. Education partnerships will allow for all students to gain access to STEAM, visual and performing arts programs, cultural awareness, and service-learning opportunities. The funds will enable students the opportunity to enhance their horizons and expose them to continuous learning opportunities.

***Provide the program organizational structure including succinct description of staff roles (e.g., “Staff responsible for homework support for grade three and science activities for grades three through five.”), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication.***

Program organizational structure is comprised of the following staff roles:

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## DIRECTOR OF EXPANDED LEARNING PROGRAMS

### DEFINITION

Under the general supervision of the Assistant Superintendent of Educational Services, will develop and monitor Expanded Learning programs for school age students, and will perform related duties as required.

### EXAMPLES OF DUTIES:

1. Develops, implements, and monitors all activities in Expanded Learning Programs.
2. Supervises all staff in Expanded Learning programs.
3. Evaluates Expanded Learning Program staff, office personnel and Expanded Learning Programs Coordinator.
4. Works with the ASES Coordinator to assure evaluations for ASES staff are completed.
5. Works cooperatively with all existing programs to improve the Expanded Learning programs in the district.
6. Develops and maintains efficient and effective office procedures.
7. Follows district fiscal policy in collection and disbursement of funds.
8. Continually develops better means of communication among agencies, parents, and school staff.
9. Interprets and carries out district policies and procedures.
10. Provides on-going staff development activities for all Expanded Learning staff.
11. Develops annual budget and monitor expenditures, under district and grant guidelines.
12. Monitors incoming funds.
13. Works with staff to provide resources and supplies for program activities.
  
14. Works with staff to provide special activities.
  
15. Prepares written communications with parents.
16. Performs other duties as might be requested and which are appropriate to the before- and after-school programs.
17. Works with Parent Advisory Councils to improve the Expanded Learning programs.

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## EXPANED LEARNING COORDINATOR

### JOB SUMMARY:

Under the general supervision of the Director of Expanded Learning Programs or designee, the Expanded Learning Coordinator will support the classified staff, consultants, community partners, etc., necessary for the successful implementation of the Expanded Learning programs, and the After School Education and Safety (ASES) grant, Youngsters Advancing and Learning Everyday (YALE) Preschool Program, Children and Families Ready 4 School (CFR4S) Programs, etc. as assigned.

### EXAMPLES OF DUTIES:

Successful candidates will coordinate, develop and implement Expanded Learning programs, including a meaningful academic and enrichment program for preschool, elementary, intermediate and middle school students. This may include expertise in the following areas:

#### Academic and Enrichment Programming

1. Work with school and program staff to provide programs that are aligned to the District's Strategic Plan and the needs of the individual school community.
2. Work with school and program staff and consultants to provide academic and enrichment activities related to the program's funding terms and conditions, goals, and objectives.
3. Select curriculum, assemblies, and other activities that are age, developmentally and culturally appropriate.

#### Community Involvement

1. Cultivate, develop and build partnerships and community collaborations to expand Expanded Learning Programs and activities.
2. Develop better means of communication among program educational partners (staff, students, school, parents, community, etc.)
3. Assist with Parent Advisory Councils to improve the out-of-school time programs.
4. Develop opportunities for students to participate in service learning projects that will benefit the community.

#### Youth Development and Positive Activities Programs

1. Provide Youth Development Training including clubs, peer programs, leadership, and mentoring.

### Planning

1. Convene advisory councils at the district, site, and student level for the purpose of planning and evaluating activities and programs.
2. Convene staff and collaborator meetings as needed for program review and improvement.
3. Provide evaluation reports as requested in compliance with grants.
4. Monitor student attendance in the activities that are offered.
5. Work with the program staff to market the programs.
6. Work with the Director to provide staff development opportunities.
7. Monitor programs for compliance with grant funding terms and conditions.
8. Adjust the program plan, as needed, to maximize results.

### Other

1. Supervise and evaluates Expanded Learning staff as assigned.
2. Interpret and carries out district policies and procedures.
3. Participate in meetings and conferences pertaining to the Expanded Learning programs.
4. Work with the Director to monitor incoming funds and expenditures.
5. Work with the Director to operate grant funded programs in compliance with the funding terms and conditions of the grant's budgetary guidelines.
6. Perform the duties of the Director of Expanded Learning Programs in the Director's absence.
7. Perform other duties as might be requested and which are appropriate to Expanded Learning programs.

## **ACCOUNTING ASSISTANT II**

### **DEFINITION**

Under direction of the Director of Fiscal Services, perform a variety of responsible clerical accounting duties in assigned areas such as payroll, accounts payable, attendance accounting, employee benefits and student body accounts; prepare, monitor and maintain specialized financial and statistical records and accounts in assigned areas of responsibility.

### **DISTINGUISHING CHARACTERISTICS**

Accounting Assistant II positions are assigned experienced-level clerical accounting duties in areas such as accounts payable, payroll, employee benefits, attendance accounting and student body accounts. Accounting Assistant I is the entry-level classification in the series. Accounting Assistant III incumbents perform lead duties and are responsible for complex accounting areas such as payroll or general ledger and budget.

### **EXAMPLE OF DUTIES**

1. Perform a variety of responsible clerical accounting duties in one or more assigned areas.
2. Gather, assemble, tabulate, and audit financial documents and information.
3. Code, verify and enter financial data into various types of computer systems as appropriate.
4. Monitor, check and maintain assigned statistical and financial records and reports.
5. Review data processing printouts and resolve discrepancies and exceptions.
6. Communicate with District employees and provide specialized information and assistance regarding established policies, procedures and transactions.
7. Receive, review and process financial and statistical documents, screening for accuracy and adherence to legal and procedural requirements.
8. Operate a calculator, copier, typewriter, computer, computer terminal, peripheral equipment and software.
9. Prepare and maintain a variety of records, lists, files and logs related to the assignment.
10. Balance and reconcile assigned accounts, recording adjustments and transactions as appropriate.
11. Compile, compute and verify data for inclusion in a variety of reports required by the District, County and State.
12. Perform related duties as assigned.

## **SECRETARY II (Department)**

### **DEFINITION**

Under direction of an assigned administrator, perform varied and responsible secretarial and administrative support duties for an assigned administrator; organize and coordinate office activities and communications for the director of diverse, District-wide functions and programs.

### **DISTINGUISHING CHARACTERISTICS**

The Secretary II classification is the advanced level class in the series. Incumbents in the Secretary II (Department) classification perform a variety of secretarial and clerical duties to assist the Director of a District-wide, diverse function such as Special Education, Educational Services or Maintenance, Operations and Transportation. Secretary I (Department) positions provide secretarial support to department administered by a coordinator or supervisor.

### **EXAMPLES OF DUTIES**

1. Perform a variety of secretarial and clerical duties to relieve the Director of routine administrative detail.
2. Organize, coordinate and oversee office activities, communications and workflow.
3. Train and provide work direction to clerical personnel as assigned.
4. Take and transcribe dictation or operate dictation equipment as required by the position.
5. Provide specialized information and assistance to callers and visitors regarding policies, procedures, rules and regulations related to the assignment.
6. Prepare routine correspondence independently.
7. Determine the importance and urgency of clerical assignments and telephone calls and establish appropriate priorities.
8. Maintain comprehensive financial records including departmental budgets; record expenditures and maintain current balances in assigned accounts.
9. Compile, organize, tabulate and summarize information and documents for a variety of departmental records and reports.
10. Prepare, format, type, edit and proofread a wide variety of materials including reports, correspondence, bulletins, memoranda and other documents.
11. Establish and maintain interrelated filing systems and records, including materials of a confidential and sensitive nature.
12. Operate a variety of office machines including typewriter, copiers, calculator, microcomputer, peripheral equipment and software.

13. Coordinate the Director's calendar, scheduling appointments, meetings, conferences and travel arrangements as required.
14. Prepare agendas, attend meetings and take minutes.
15. Establish District-wide project timelines as needed.
16. Perform related duties as assigned.



<b>Position Title</b>	Expanded Learning Program (ELP) Enrichment Leader	<b>Department</b>	Expanded Learning Program
<b>Direct Report</b>	ELP Coordinator	<b>Approval/Revision Date</b>	June 20, 2023
<b>Classification</b>	21 / 21.5 (YALE)	<b>Pay Type</b>	Hourly

<b>Job Summary/Definition</b>
This is the entry level position in this series. Individuals serving in this classification will increase access to educational and enrichment services for PreK – 8 <sup>th</sup> Grade students. This position will work with individual and groups of students ensuring a safe and supportive environment to promote social, emotional, physical, and academic development.

<b>Examples of Duties/Responsibilities</b>
<ol style="list-style-type: none"> <li>1. Conduct and manage student groups using careful and effective supervision in accordance with established policies and procedures.</li> <li>2. Provide active and engaging learning and enrichment activities that align with the District Program Plan.</li> <li>3. Align daily activities while creating a safe and supportive environment for students.</li> <li>4. Communicate positively and appropriately with parents and staff regarding students in relation to the Expanded Learning Program.</li> <li>5. Utilize established methods to monitor students at all times (e.g., arrival, departure, transitions, facility use, and on field trips).</li> <li>6. Implement District Action Plan for quality improvement that reflects continuous growth as directed by the supervisor.</li> <li>7. Prepare and distribute nutritious snacks in a sanitary manner.</li> <li>8. Provide basic first aid/CPR/AED as needed.</li> <li>9. Maintain an organized classroom/learning environment.</li> <li>10. Perform other reasonably related duties as assigned.</li> </ol>

<b>Qualifications Guide</b>
<p><b>Knowledge of:</b></p> <ol style="list-style-type: none"> <li>1. General developmental stages and behaviors of students.</li> <li>2. Developmental and behavioral characteristics of students with special needs.</li> <li>3. Proper handling techniques of (bio)hazardous materials.</li> <li>4. Current computer operations.</li> </ol>
<p><b>Ability to:</b></p> <ol style="list-style-type: none"> <li>1. Use correct grammar and spelling in oral and written communication.</li> <li>2. Understand and carry out written and oral instructions.</li> <li>3. Establish and maintain cooperative relationships.</li> <li>4. Validate and motivate students per program guidelines.</li> <li>5. Meet scheduled timelines.</li> <li>6. Work effectively with constant interruptions.</li> <li>7. Work with individuals from diverse backgrounds.</li> <li>8. Maintain confidentiality of student information.</li> </ol>

<b>Training/Education and Experience</b>
Completion of high school or equivalent. Prior experience working with youth preferred.





District Paraprofessional Proficiency Exam certification mandated by the State of California for Instructional Assistants. Certification may be granted in one of the following three ways:

- 1) Possession of an associate degree (AA); or
- 2) Completion of 48 college semester units (official transcripts required); or
- 3) Completion of a District-approved proficiency test.

**Additional Requirements for YALE Preschool ONLY:**

Twelve (12) semester units in early childhood education, including units in child development, child-family, and community, and curriculum. Child Development Associate Teacher Permit, Child Development teacher Permit or Child Development Master Teacher Permit also qualifies.

**Continuing Education Requirements:**

Completes 10 hours of professional development per academic year.

**Licenses:**

Possession of a First Aid/CPR/AED Certificate issued by an authorized agency.

**Working Conditions/Physical Requirements:**

*Subject to reasonable accommodation review.*

1. This job is performed in a generally clean and healthy indoor/outdoor environment.
2. Occasional lifting/carrying/pushing/pulling objects weighing up to 25 pounds such as playground equipment and instructional materials. Occasionally team-lift and/or move up to 50 pounds.
3. Bending at the waist, kneeling, crouching, to reach materials.
4. Reaching at and above shoulder level for supplies and other equipment.
5. Gripping to manipulate objects and fine finger dexterity.
6. Various levels of standing, sitting, and walking.
7. Hearing and speaking to communicate with intermittent background noise.
8. Visual acuity to read documents and computer screen.
9. Potential for contact with (bio)hazardous materials.

**Board Adopted:** June 20, 2023

**Revised:**



<b>Position Title</b>	Expanded Learning Program (ELP) Assistant Site Lead	<b>Department</b>	Expanded Learning Program
<b>Direct Report</b>	ELP Coordinator	<b>Approval/Revision Date</b>	June 20, 2023
<b>Classification</b>	22.5 / 23 (YALE)	<b>Pay Type</b>	Hourly

<b>Job Summary/Definition</b>
<p>This is the mid-level position in this series. Individuals serving in this classification will increase access to educational and enrichment services for PreK – 8<sup>th</sup> Grade students. This position will work with individual and groups of students ensuring a safe and supportive environment to promote social, emotional, physical, and academic development. This position is differentiated from the ELP Enrichment Leader by increased responsibilities for supporting site operations.</p>

<b>Examples of Duties/Responsibilities</b>
<ol style="list-style-type: none"> <li>1. Assist ELP Site Lead with the implementation of a quality program that aligns with District Program Plan.</li> <li>2. Supervise facilities and assigned areas to ensure a safe and supportive learning environment.</li> <li>3. Administer medication and basic first aid/CPR/AED to students.</li> <li>4. Implement proper attendance tracking procedures.</li> <li>5. Organize and implement active and engaging learning and enrichment activities that align with the District Program Plan and guide personnel with implementation.</li> <li>6. Communicate positively and appropriately with parents and staff regarding students in relation to the Expanded Learning Program.</li> <li>7. Guide and train staff/substitutes on implementation of District Program Plan.</li> <li>8. Utilize established methods to monitor students at all times (e.g., arrival, departure, transitions, facility use, and on field trips) and implement policies for checking on absent students.</li> <li>9. Prepare and distribute nutritious snacks in a sanitary manner.</li> <li>10. Maintain program records.</li> <li>11. Maintain a positive climate and cooperative relationships with school staff.</li> <li>12. Implement site level positive behavior intervention strategies consistent with District-approved methodologies.</li> <li>13. Check restrooms and other facilities to ensure rules of the school are being followed by students using these areas.</li> <li>14. May perform duties of ELP Enrichment Leader and limited duties (lines 9, 12, and 14) of ELP Site Lead.</li> <li>15. Perform other reasonably related duties as assigned.</li> </ol>

<b>Qualifications Guide</b>
<p><b>Knowledge of:</b></p> <ol style="list-style-type: none"> <li>1. General developmental stages and behaviors of students.</li> <li>2. Developmental and behavioral characteristics of students with special needs.</li> <li>3. Proper handling techniques of (bio)hazardous materials.</li> <li>4. Current computer operations.</li> <li>5. Health and safety practices and procedures.</li> </ol>
<p><b>Ability to:</b></p> <ol style="list-style-type: none"> <li>1. Work independently and with minimal direction.</li> <li>2. Use correct grammar and spelling in oral and written communication.</li> <li>3. Understand and carry out written and oral instructions.</li> <li>4. Establish and maintain cooperative relationships.</li> </ol>



5. Validate and motivate students per program guidelines.
6. Meet scheduled timelines.
7. Work effectively with constant interruptions.
8. Work with individuals from diverse backgrounds.
9. Maintain confidentiality of student information.

### **Training/Education and Experience**

Completion of high school or equivalent. One year prior experience supervising youth preferred.

District Paraprofessional Proficiency Exam certification mandated by the State of California for Instructional Assistants. Certification may be granted in one of the following three ways:

- 1) Possession of an associate degree (AA); or
- 2) Completion of 48 college semester units (official transcripts required); or
- 3) Completion of a District-approved proficiency test.

#### **Additional Requirements for YALE Preschool ONLY:**

Twelve (12) semester units in early childhood education, including units in child development, child-family, and community, and curriculum. Child Development Associate Teacher Permit, Child Development teacher Permit or Child Development Master Teacher Permit also qualifies.

#### **Continuing Education Requirements:**

Completes 25 hours of professional development per academic year.

### **Licenses/Certifications:**

Possession of a First Aid/CPR/AED Certificate issued by an authorized agency.

### **Working Conditions/Physical Requirements:**

*Subject to reasonable accommodation review.*

1. This job is performed in a generally clean and healthy indoor/outdoor environment.
2. Occasional lifting/carrying/pushing/pulling objects weighing up to 25 pounds such as playground equipment and instructional materials. Occasionally team-lift and/or move up to 50 pounds.
3. Bending at the waist, kneeling, crouching, to reach materials.
4. Reaching at and above shoulder level for supplies and other equipment.
5. Gripping to manipulate objects and fine finger dexterity.
6. Various levels of standing, sitting, and walking.
7. Hearing and speaking to communicate with intermittent background noise.
8. Visual acuity to read documents and computer screen.
9. Potential for contact with (bio)hazardous materials.

<b>Board Adopted:</b>	June 20, 2023
<b>Revised:</b>	



# Santee School District

# Job Description

<b>Position Title</b>	Expanded Learning Program (ELP) Site Lead	<b>Department</b>	Expanded Learning Program
<b>Direct Report</b>	ELP Coordinator	<b>Approval/Revision Date</b>	June 20, 2023
<b>Classification</b>	24 / 24.5 (YALE)	<b>Pay Type</b>	Hourly

<b>Job Summary/Definition</b>
<p>This is the highest-level position in this series. Individuals serving in this classification will increase access to educational and enrichment services for PreK – 8<sup>th</sup> Grade students. This position will work with individual and groups of students ensuring a safe and supportive environment to promote social, emotional, physical, and academic development. This position is differentiated from the ELP Assistant Site Lead by increased responsibilities for site operations including supporting and training staff. This position serves as the technical expert for the assigned, designated program.</p>

<b>Examples of Duties/Responsibilities</b>
<ol style="list-style-type: none"> <li>1. Implement a quality program and provide input to program leadership for establishing and refining goals that align with the District Program Plan.</li> <li>2. Plan and organize active and engaging learning and enrichment activities that align with the District Program Plan and guide personnel with implementation.</li> <li>3. Guide and train staff/substitutes on implementation of District Program Plan.</li> <li>4. Gather information from surveys and other feedback methods to inform the improvement of programs.</li> <li>5. Implement and ensure proper attendance tracking procedure compliance.</li> <li>6. Supervise facilities and assigned areas to ensure a safe and supportive learning environment.</li> <li>7. Implement site level positive behavior intervention strategies consistent with District-approved methodologies.</li> <li>8. Administer medication and basic first aid/CPR/AED to students.</li> <li>9. Communicate with Licensed Vocational Nurse to coordinate health related services for students.</li> <li>10. Communicate positively and appropriately with parents and staff regarding students in relation to the Expanded Learning Program.</li> <li>11. Utilize established methods to monitor students at all times (e.g., arrival, departure, transitions, facility use, and on field trips) and implement policies for checking on absent students.</li> <li>12. Coordinate with program leadership to ensure students are monitored until released in accordance with District policy (e.g., late pick up).</li> <li>13. Monitor and maintain site program inventories and submit requests for purchase.</li> <li>14. Monitor preparation and distribution of nutritious snacks in a sanitary manner.</li> <li>15. Participate in meetings and training with program leadership.</li> <li>16. Ensure adherence to District Safety Plan.</li> <li>17. Foster a positive climate and cooperative relationships with school staff.</li> <li>18. Maintain program records.</li> <li>19. May perform duties of ELP Assistant Site Lead or ELP Enrichment Leader.</li> <li>20. Perform other reasonably related duties as assigned.</li> </ol>

<b>Qualifications Guide</b>
<p><b>Knowledge of:</b></p> <ol style="list-style-type: none"> <li>1. General developmental stages and behaviors of students.</li> <li>2. Developmental and behavioral characteristics of students with special needs.</li> <li>3. Proper handling techniques of (bio)hazardous materials.</li> <li>4. Current computer operations.</li> <li>5. Health and safety practices and procedures.</li> </ol>



<p><b>Ability to:</b></p> <ol style="list-style-type: none"> <li>1. Work independently and with minimal direction.</li> <li>2. Use correct grammar and spelling in oral and written communication.</li> <li>3. Understand and carry out written and oral instructions.</li> <li>4. Establish and maintain cooperative relationships.</li> <li>5. Validate and motivate students per program guidelines.</li> <li>6. Meet scheduled timelines.</li> <li>7. Work effectively with constant interruptions.</li> <li>8. Work with individuals from diverse backgrounds.</li> <li>9. Maintain confidentiality of student information.</li> </ol>
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<b>Training/Education and Experience</b>
<p>Completion of high school or equivalent. Two years prior experience supervising youth preferred.</p> <p>District Paraprofessional Proficiency Exam certification mandated by the State of California for Instructional Assistants. Certification may be granted in one of the following three ways:</p> <ol style="list-style-type: none"> <li>1) Possession of an associate degree (AA); or</li> <li>2) Completion of 48 college semester units (official transcripts required); or</li> <li>3) Completion of a District-approved proficiency test.</li> </ol> <p><b><u>Additional Requirements for YALE Preschool ONLY:</u></b> Fifteen (15) semester units in early childhood education, including units in child development, child family, and community, and curriculum. Three (3) units of administration or staff relations <u>are required</u>. Child Development Site Supervisor Permit or Program Director Permit issued by the California Commission on Teacher Credentialing also qualifies.</p> <p><b><u>Continuing Education Requirements:</u></b></p> <ol style="list-style-type: none"> <li>1. Attend professional development and implement at site level.</li> <li>2. Completes 30 hours of professional development per academic year.</li> </ol>

<b>Licenses/Certifications:</b>
Possession of a First Aid/CPR/AED Certificate issued by an authorized agency.

<b>Working Conditions/Physical Requirements:</b>
<p><i>Subject to reasonable accommodation review.</i></p> <ol style="list-style-type: none"> <li>1. This job is performed in a generally clean and healthy indoor/outdoor environment.</li> <li>2. Occasional lifting/carrying/pushing/pulling objects weighing up to 25 pounds such as playground equipment and instructional materials. Occasionally team-lift and/or move up to 50 pounds.</li> <li>3. Bending at the waist, kneeling, crouching, to reach materials.</li> <li>4. Reaching at and above shoulder level for supplies and other equipment.</li> <li>5. Gripping to manipulate objects and fine finger dexterity.</li> <li>6. Various levels of standing, sitting, and walking.</li> <li>7. Hearing and speaking to communicate with intermittent background noise.</li> <li>8. Visual acuity to read documents and computer screen.</li> <li>9. Potential for contact with (bio)hazardous materials.</li> </ol>

<b>Board Adopted:</b>	June 20, 2023
<b>Revised:</b>	

## **SECRETARY I (Department)**

### **DEFINITION**

Under the direction of an assigned supervisor, perform a variety of secretarial and clerical duties in support of an assigned program or function; organize and coordinate office activities and communications.

### **DISTINGUISHING CHARACTERISTICS**

Secretary I is the experienced-level classification in the secretarial job family. Incumbents provide secretarial support to the administrator of a specialized program or function. Secretary II-Department is the advanced level class in the series. Incumbents perform secretarial duties for the director of District-wide, multi-function programs.

### **EXAMPLES OF DUTIES**

1. Perform a variety of responsible secretarial and clerical duties in support of an assigned program or function.
2. Prepare, format, type, edit and proofread materials such as reports, correspondence, memoranda, requisitions and bulletins.
3. Compile information from various sources and inclusion in departmental records and reports.
4. Review documents for accuracy, completeness and conformance to established procedures.
5. Assemble, organize, tabulate and record statistical data.
6. Perform receptionist duties, greeting parents, faculty, administrators and the general public.
7. Screen visitors and telephone calls.
8. Respond to inquiries and provide information concerning policies, procedures, standards, rules and regulations related to assigned program or function.
9. Develop and maintain filing systems and records including materials of a confidential nature.
10. Monitor and maintain assigned budgets and accounts and other financial records.
11. Compose correspondence and prepare reports independently or from oral instructions.
12. Operate a variety of office machines including typewriter, copiers, calculator, microcomputer and peripheral equipment.
13. Coordinate calendar for assigned administrator, scheduling appointments, meetings and travel arrangements as required.
14. Order and store office supplies and equipment for assigned program.
15. Perform related duties as assigned.

### **QUALIFICATIONS GUIDE:**

Knowledge of:

1. Modern office practices, procedures, and equipment.
2. Correct English usage, spelling, grammar, and punctuation.
3. Financial and statistical recordkeeping techniques.
4. Oral and written communication skills.
5. Operation of office machines including microcomputer, peripheral equipment and software.
6. Interpersonal skills including tact, courtesy, and patience.
7. Telephone etiquette and receptionist techniques.

Ability to:

California Department of Education  
Created September 30, 2021

1. Perform responsible secretarial duties for the administrator of an assigned program or function.
2. Organize and coordinate office activities and communications.
3. Interpret, apply, and explain rules, regulations, policies, and procedures related to the assignment.
4. Prepare, type, edit and proofread reports, forms and other materials.
5. Compose routine correspondence independently.
6. Communicate effectively both orally and in writing.
7. Operate office machines including computer equipment.
8. Understand and carry out oral and written instructions.
9. Establish and maintain cooperative and effective working relationships with others.
10. Type at a corrected speed of 45 words per minute.
11. Prepare and maintain statistical and financial departmental records and files.

Training and Experience:

Any combination equivalent to graduation from high school and two years of increasingly responsible clerical or secretarial experience.

Working Conditions:

Office environment.

## SANTEE SCHOOL DISTRICT

### **STUDENT SUPPORT ASSISTANT**

#### **DEFINITION**

Under the immediate supervision of the site administrator and general direction of the Director of Special Education, assist a certificated teacher in providing behavioral and academic interventions in a special education program for students with mental health challenges; conduct data collection and monitor behavior support services; perform a variety of specialized learning techniques such as applied behavioral analysis (ABA), pivotal response, picture exchange communication systems, and discrete trial training (DTT); and assist in modeling the use of positive behavior support and intervention techniques for other staff.

#### **EXAMPLES OF DUTIES**

1. Assist students with mental health challenges in the management of emotions and behaviors in the educational setting.
2. Assist with the development and implementation of positive behavior supports, behavior support plans, and intervention techniques.
3. Assist in development and implementation of level systems, positive incentives, and individual and classroom contracts.
4. Assist teacher in providing instruction in whole class, small group and/or individual student settings as directed by teacher (instruction can be in academics, behavior, communication, social, and/or functional skills development areas).
5. Perform specialized learning techniques such as applied behavioral analysis (ABA), pivotal response, picture exchange communication systems, and discrete trial training (DTT).
6. Assist in meeting students' needs in the areas of sensory impairment, sensorimotor integration, and fine or gross motor skills.
7. Monitor and record academic and behavioral data.
8. Provide emergency physical restraints for students to maintain a safe environment when behavior presents the risk of harm to student or others (following appropriate training).
9. Assist teacher and students in using assistive technology, adaptive equipment, or other specialized equipment.
10. Supervise students in the classroom, on the playground, at lunch, on field trips, at bus loading zones, or in any other school site area as assigned.
11. Assist with bus boarding and departing.
12. Maintain a variety of service related records and prepare reports related to data.
13. Administer first aid and remain informed of medical needs or problems of students.
14. Attend meetings, conferences, and in-services as related to job responsibilities.
15. Perform other related duties as assigned.



## **STUDENT SUPPORT ASSISTANT - Page 2**

### **QUALIFICATIONS GUIDE**

#### **Knowledge of:**

1. Characteristics of a variety of students' disabilities and appropriate research-based materials and instructional methods/strategies to meet their needs.
2. IEP process as well as special education regulations and guidelines.
3. Variety of specialized learning techniques such as behavior management for students with mental health challenges, applied behavioral analysis (ABA), pivotal response, picture exchange communication systems, and discrete trial training (DTT).

#### **Ability to:**

1. Read, understand, apply, and explain rules, regulations, policies, and procedures.
2. Communicate, verbally or in a written format, with competent oral and written English skills.
3. Establish and maintain cooperative and effective working relationships with others.
4. Maintain confidentiality and use discretion.
5. Use tact, patience, and courtesy with students and all adults in the work environment.
6. Understand and carry out oral and written instructions.

#### **Training and Experience:**

Minimum of three (3) years' experience implementing intervention techniques and strategies for shaping maladaptive behaviors of students with mental health challenges in a mental health setting. Training on how to intervene with physically aggressive individuals, such as Crisis Prevention Institute (CPI) or Pro-ACT training, is highly recommended.

#### **Licenses and Other Certification:**

- Possession of a First Aid/CPR Certificate issued by an authorized agency;
- Graduation from high school or equivalent; and
- Completion of at least 48 college semester units OR possession of an Associate's Degree or higher level degree (official transcripts required). Coursework in Child Development, Social and Behavioral Sciences, Psychology, or Special Education preferred.

#### **Working Conditions:**

##### **Environment:**

Indoor-and-outdoor-School campus work environment.

Driving between school sites.

Subject to noise, odors, verbal and physical abuse from moderately to severely handicapped students.

## **STUDENT SUPPORT ASSISTANT - Page 3**

### **QUALIFICATIONS GUIDE (continued)**

#### **Physical Abilities:**

Subject to sitting or standing for long periods, walking, bending, stooping, lifting, reaching, using hands and arms, climbing, balancing, kneeling, crouching, or crawling to assist students.

After training, physically restrain students who are physically aggressive and unsafe to self or others.

Must be able to regularly lift and/or move, transfer, and carry non-ambulatory students using safe lifting techniques.

May be required to use hands to finger, handle, or feel objects, tools, or controls.

Hear and speak.

Push, pull, lift and carry books, materials, and equipment.

See to read, prepare, review, and monitor students.

#### **Hazards:**

Potential exposure to communicable diseases and contact with blood and other body fluids.

Potential exposure to physical injury from students' aggressive behavior.

BOARD ADOPTED: April 16, 2013

## **SANTEE SCHOOL DISTRICT**

### **INSTRUCTIONAL ASSISTANT - SPECIAL EDUCATION II**

#### **DEFINITION**

Under direction of a school administrator, assist a certificated teacher in presenting and reinforcing training and instruction in a special education program for students with emotional disturbances or severe disabilities; work with individual and small groups of emotionally disturbed, moderately/severely/profoundly mentally and/or physically handicapped students, reinforcing instructions as directed by the teacher; perform routine instructional support and clerical duties.

#### **DISTINGUISHING CHARACTERISTICS**

Incumbents in the Instructional Assistant - Special Education II classification assist a certificated teacher in providing instruction to students who are emotionally disturbed or moderate to severely handicapped and require special instruction, care and attention including medically fragile students in various programs.

#### **EXAMPLES OF DUTIES**

1. Assist teacher in providing instruction in whole class, small group and/or individual student settings as directed by teacher (instruction can be in academic, technology, behavioral, social and/or functional skills development areas.)
2. Communicate with teachers regarding student progress and conduct.
3. Support and maintain discipline programs in the class and in outside-classroom settings in the presence or absence of a teacher.
4. Assist in preparation and inventory of classroom materials, record-keeping tasks, and bulletin-board/display tasks.
5. Assist with bus boarding and departing.
6. Assist with preparing, serving and feeding meals and instructing during meals.
7. Administer first aid and remain informed of medical needs or problems of students. Establish and maintain cooperative relationships with those contacted in the course of work.
8. Assist in keeping facilities neat, clean and safe.
9. Assist teacher and students in using audio-visual and adaptive equipment.
10. Perform specialized health care procedures after training and under the monitoring of the school district nurse.
11. Diaper, change, and assist with toileting of students.
12. Lift non-ambulatory students and assist with transfers.
13. Provide safety restraint for students when behavior presents a dangerous situation to student or others (following appropriate training).
14. Provide activity and practice for OT/PT goals after training and under the guidance of OTR or Physical Therapist.
15. Work with and around hazardous materials. Perform related duties as assigned.

#### **QUALIFICATIONS GUIDE**

##### **Knowledge of:**

1. Basic principles of child guidance and child development.
2. Effective methods of working with students who have special needs and learning disabilities.
3. Behavior management and motivation techniques.
4. Basic arithmetical concepts.
5. Correct grammar and spelling.
6. General purposes and goals of public education, particularly related to exceptional students.

## **INSTRUCTIONAL ASSISTANT - SPECIAL EDUCATION II**

### **Page 2**

#### QUALIFICATIONS GUIDE

##### Knowledge of (continued):

7. Effective interpersonal and communication skills.
8. Record keeping techniques.
9. Operation of physical therapy and medical treatment equipment.
10. Proper handling techniques of hazardous materials.
11. Bus rules and regulations.

##### Ability to:

1. Assist a certificated teacher in teaching varying degrees of basic academics and basic living skills to handicapped students with special needs and learning disabilities in resource programs, special day classes or general education classrooms.
2. Perform specialized health care procedures, monitor seizure activity and attend to basic health needs, following training and under the direction of medical personnel. Tutor individual and small groups of students, reinforcing instruction as directed by the teacher in academic, domestic, vocational, community and recreational skills.
3. Relate effectively to students with special needs including physical and Learning disabilities and emotional problems.
4. Assist students with social, hygiene and prevocational skills, Work patiently and tactfully with students.
5. Remain calm during emergency situations.
6. Understand and apply rules, regulations, policies and procedures. Maintain confidentiality of student information.
7. Perform routine clerical tasks and use instructional support equipment including computers.
8. Learn basic teaching, supervision, and behavior management techniques and methods.
9. Understand and carry out oral and written instructions.
10. Establish and maintain cooperative relationships with those contacted in the course of work.
11. Learn nonviolent crisis intervention as assigned.
12. Listen to students carefully to assist them in learning and resolving problems and to provide teachers with helpful information.
13. Lead the students through follow-up activities to reinforce the teacher's lessons.

##### Licenses and Other Certification:

Possession of a First Aid/CPR Certificate issued by an authorized agency.

NCLB Certification required in one of three ways:

- 1) Possession of an Associates Degree (AA);
- 2) Completion of 48 college semester units (official transcripts required); or
- 3) Completion and passage of the District-approved NCLB proficiency test.

##### Training and Experience:

Any combination equivalent to graduation from high school and one year experience as an Instructional Assistant in working with handicapped children in an organized setting. Instructional Assistant - Special Education II's in programs for SED students must be willing to be trained in one or more crisis intervention strategies.

**INSTRUCTIONAL ASSISTANT - SPECIAL EDUCATION II**

**Page 3**

Working Conditions:

School environment.

Subject to standing for long periods, walking, bending, stooping, lifting, reaching using hands and arms, climbing, balancing, kneeling, crouching, or crawling.

May be required to use hands to finger, handle, or feel objects, tools, or controls; talk or hear; see to read.

Subject to noise, odors, verbal and physical abuse from moderately to severely handicapped students.

Must be able to regularly lift and/or move moderately heavy loads using safe lifting techniques.

BOARD ADOPTED: March 20, 1990  
REVISED: December 6, 1994  
REVISED: July 15, 2003  
REVISED: December 5, 2006  
REVISED: February 19, 2013

***Describe the process and time frames for periodic review of the program plan and how community partners and other external educational partners were involved in the process.***

Phase 1: Program Administration met with educational partners in San Diego County, inquiring of their educational enrichment programs and services.

Phase 2: An enrichment survey was shared out to staff, parents, and students to gain feedback on enrichment program interest.

Phase 3: Based on the stakeholder interest from staff, parents, and students, program administration was able to identify key educational partners that met the need.

Phase 4: Program Administration worked closely with senior leadership to develop a comprehensive ELOP Funding Budget Plan. In addition, an RFP process took place to ensure equitable opportunity for all educational partners.

***Describe the system in place to address the following program administration requirements:***

- *Fiscal accounting and reporting requirements.*
- *Obtaining local match (cash or in-kind services) of one-third of the state grant amount (EC Section 8483.7[a][7]).*
- *Attendance tracking, including sign-in and sign-out procedures.*
- *Early release and late arrival policies and procedures (EC Section 8483[a][1]). Refer to the CDE's Policy Guidance web page at <https://www.cde.ca.gov/ls/ex/earlyreleguidance.asp>.*

## **General Questions**

### **Existing After School Education and Safety (ASES) and 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.**

ASES, 21<sup>st</sup> CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance.

The ELO-P funds will be used to combine with our ASES program, creating enrichment activities from various educational partners throughout the school year, such as, San Diego Youth Symphony. The educational partners will hold classes on-campus as in 6–9-week rotations. Youth who are both enrolled or not enrolled in ASES will have the opportunity to sign -up for the rotations for enrichment programs offered throughout the school year.

### **Transitional Kindergarten and Kindergarten**

**Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?**

The Transitional Kindergarten and Kindergarten programs will be staffed by our YALE preschool within our school district. Enrichment Leaders will transition into the Lead position for the TK/K program. Instructional assistants who work with our transitional kindergarten during the school day will continue to provide learning opportunities in our TK/K program as part of a wraparound service. The TK/K program will maintain the pupil-to-staff ratio by a 2:20 ratio.

Curriculum created for our TK/K program will reflect early childhood education and will include literacy enrichment and educational enrichment activities. STEAM and LitArt curriculum will be provided as education enrichment activities that adapt to early childhood education.

## Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

### Instructional Day Sample Schedule

#### TK/Kinder

11:15 – 11:30 TK Check-In  
11:30 – 12:00 Circle Time  
12:00 – 12:30 Outdoor Activity  
12:30 – 12:45 Bathroom Break  
12:45 – 1:30 Indoor Activity (Arts & Crafts)  
1:30 -1:45 Brain Break & Kinder Transition  
1:45 – 2:00 Snack  
2:00 – 2:45 PlayWorks  
2:45 – 3:00 Bathroom Break  
3:00 – 3:45 Enrichment (STEM/VISUAL/Global Spotlight)  
3:45 – 4:00 Bran Break  
4:00 – 4:30 LitArt/Second Step  
4:30 – 5:00 Outdoor Activity  
5:00 – 5:30 Centers  
5:30 – 6:00 Closing

#### 1<sup>st</sup> – 3<sup>rd</sup> Grade

1:35 – 1:45 Primary Check-In  
1:45 – 2:00 Snack  
2:00 – 2:45 PlayWorks  
2:45 – 3:00 Bathroom/Water Break  
3:00 – 3:30 Brain Power (HW)  
3:30 – 4:00 LitArt/Second Step  
4:00 – 5:00 Enrichment (STEM/VISUAL/Global Spotlight)  
5:00 – 5:30 Outdoor Activity  
5:30 – 6:00 Closing (Indoor Games/Activity)

#### 4<sup>th</sup> – 8<sup>th</sup> Grade

2:01 – 2:05 Check-In  
2:05 – 2:45 Brain Power (HW)  
2:45 – 3:00 Bathroom Water Break  
3:00 – 3:15 Snack  
3:15 – 4:00 PlayWorks  
4:00 – 5:00 Enrichment  
5:00 – 5:30 LitArt/Second Step  
5:30 – 6:00 Closing



# Intersession Schedule Program Schedule/Activities

Times	Group 1 & 2	Groups 3 & 4
6:30am - 8:15am	Check-in and Indoor/Outside Opening Activities	
8:15am – 8:30am	Handwashing Break	
8:30am – 9:15am	Playworks	Indoor Activities
9:15am - 10:00am	Indoor Activities	Playworks
10:00am - 10:15am	Handwashing Break	
10:15am - 11:30am	Art in the Classroom	Art in the Classroom
11:30am - 11:45am	Handwashing Break	
11:45am - 12:15pm	Lunch Time	
12:15pm - 12:30pm	Handwashing Break	
12:30pm - 12:45pm	LitArt	LitArt
12:45pm - 2:00pm	Mad Science	Jr. Theater
2:00pm – 2:15pm	Handwashing Break	
2:15pm – 2:30pm	PM Snack	
2:30pm – 2:45pm	Handwashing Break	
2:45pm – 3:30pm	STEAM	Playworks
3:30pm - 3:45pm	Handwashing Break	
3:45pm - 4:30pm	Playworks	STEAM
4:30pm - 4:45pm	Handwashing Break	
4:45pm - 6:00pm	Indoor Closing Activities	

**Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:**

**EC Section 46120(b)(2):**

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an ~~af~~ after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that program serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

**EC Section 46120(b)(1)(A):**

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

**EC Section 46120(b)(1)(B):**

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

**EC Section 46120(b)(3):**

[LEAs] shall prioritize services provided pursuant to this section at school sites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

**EC Section 46120(b)(4):**

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

**EC Section 46120(b)(6):**

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

**EC Section 46120(c):**

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

**EC Section 8482.3(d):**

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

**EC Section 8482.6:**

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program

that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

**EC sections 8483.4 and 46120(b)(2)(D):**

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

**EC Section 8482.3(c)(1)(A–B):**

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring, or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

Consent Item E.3.5.

Approval of the Amendment of Nonpublic Agency Master Contract with Verbal Behavior Associates (VBA) for Independent Educational Evaluation (IEE)

Prepared by Dr. Lisa Paisley  
March 19, 2024

**BACKGROUND:**

As part of a student’s Individual Education Program (IEP), functional behavioral assessments are necessary for some students with disabilities to demonstrate educational progress. Verbal Behavior Associates (VBA) provides Independent Educational Evaluations (IEE) in the area of functional behavioral assessments (FBA).

**RECOMMENDATION:**

Administration recommends the Board of Education approve amendment of the Nonpublic Agency Master Contract with Verbal Behavior Associates (VBA) for an IEE in the area of FBA for the term of March 20, 2024 through June 30, 2024. The Nonpublic Agency 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 estimated cost for an IEE in the area of FBA Verbal Behavior Associates (VBA) for the 2023-24 school year should not exceed \$2,640.

**STUDENT ACHIEVEMENT:**

Some students require behavioral support to increase student learning and appropriate interpersonal relationships.

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

D. Unpaid Leave Requests:

Employee	Location	Class/Step	Reason	Recommendation	Effective Date
1. Hensley, Emily	Long-Term LOA		Personal	Approve	08-24 to 06-25
2. Isaacson, Laura	Long-Term LOA		Personal	Approve	08-24 to 06-25
3. Pezanoski, Joanna	Long-Term LOA		Personal	Approve	08-24 to 06-25

E. Resignations:

Employee	Location	Class/Step	Reason	Effective Date
1. Ellis, Gina	Carlton Hills	V-10	Resignation	06-12-24
2. Oliver, Sherri	Carlton Oaks	VI-16	Retirement	06-12-24
3. Williams, Deborah	Cajon Park	VI-30	Retirement	06-12-24

F. 39-Month Reemployment:

Employee	Location	Class/Step	Reason	Effective Date
1. Lara, Sharon	PRIDE Academy	VI-12	Personal	02-28-24

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. Crook, Kimberli	Chet F. Harritt	Instructional Assistant Special Education II 21 A / 6.0 hrs #10327240	\$0.00	\$2,379.00	03-05-24
2. Dechant, Jamie	Carlton Hills	Instructional Assistant Special Education II 21 A / 6.0 hrs #30021954	\$0.00	\$2,379.00	03-04-24
3. Hartpence, Christine	Human Resources	Personnel Assistant / Substitutes 24.5 A / 3.75 hrs #30014791	\$0.00	\$1,762.50	03-11-24
4. Ledesma, Paula	Chet F. Harritt	Campus Aide 16.5 C / 2.5 hrs #30023022	\$0.00	\$876.96	03-11-24
5. Nunez, Isabel	Carlton Oaks	ELP Enrichment Leader	\$0.00	\$1,586.00	03-06-24

		21 A / 4.0 hrs #30024626			
6. Rivera, Jasmine	PRIDE Academy	ELP Enrichment Leader 21 A / 4.5 hrs #10325066	\$0.00	\$1,784.25	03-18-24

I. Rehires:

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

J. Change of Status/Location:

Employee	Location	Position/Class/Hours/ Position #	Previous Monthly Salary	New Monthly Salary	Effective Date
1. Scott, Alissa	Cajon Park	ELP Enrichment Leader 21 A / 6.25 hrs #30020742 to <i>Instructional Assistant Special Education II</i> 21 A / 6.0 hrs #30024925	\$2,478.28	\$2,379.00	03-04-24

K. Unpaid Leave Requests:

Employee	Location	Position	Reason	Recommendation	Effective Date

L. Resignations:

Employee	Location	Position	Reason	Effective Date
1. Gallagher, Karen	Cajon Park	Food Service Worker IA	Retirement	06-12-24
2. Hicks, Kathryn	Sycamore Canyon	Instructional Assistant I	Resignation	06-12-24
3. Long, Tory	Business Services	Director Fiscal Services	Resignation	03-22-24
4. Modica, Shannon	Carlton Oaks	ELP Enrichment Leader	Resignation	02-29-24

M. 39-63 Month Reemployment:

Employee	Location	Position/Class/Hours	Effective Date

N. Dismissals:

Employee	Location	Position	Effective Date
1. Gutierrez Diaz, Daniel	Rio Seco	ELP Enrichment Leader	03-05-24

**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.

Consent Item E.4.2.  
 Prepared by David MacLeod  
 March 19, 2024

Ratification of Short-Term Services Agreements

**BACKGROUND:**

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

**RECOMMENDATION:**

It is recommended that the Board of Education ratify the following short-term services agreement:

Vendor Name	Description of Services	Dates (s) of Service	Amount	Funding
Lahren Rodgers	Choir Instruction	04/08/2024 - 05/23/2024	NTE \$625.00	Carlton Oaks

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 of the Short-Term Services Agreement is detailed in the table above.

**STUDENT ACHIEVEMENT IMPACT:**

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

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

Agenda Item E.4.2.



Consent Item E.4.3.  
Prepared by David MacLeod  
March 19, 2024

Approval to Revise Classified Non-  
Management Job Descriptions:  
Instructional Media Technician and  
Paraeducator – Multilingual Learner  
Services

**BACKGROUND:**

Instructional Media Technicians are classified non-management positions that work with instructional materials in the Learning Resource Centers (LRC) at the nine school sites. They work with students and teachers by providing access to important educational materials, such as textbooks and electronic media. The primary change to the job description includes the addition of the requirement for the Instructional Media Resource Associate (IMRA) Certification, held by San Diego County Office of Education, within the first twelve months of employment.

Instructional Assistant – Limited English Proficiency employees are those in the classified non-management service who work with students who are classified as English Learners. The primary change to the job description includes a title change to Paraeducator – Multilingual Learner Services. This title corrects the verbiage from a deficit standpoint to a celebration of our students’ multilingual skills.

The proposed job descriptions are attached to this item for your review.

**RECOMMENDATION:**

It is recommended that the Board of Education approve the revisions to the Instructional Media Technician and Paraeducator – Multilingual Learner Services job descriptions.

**FISCAL IMPACT:**

There is no fiscal impact to this item. The positions will remain at their current classifications.

**STUDENT ACHIEVEMENT IMPACT:**

This is a personnel item.

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

Agenda Item E.4.3.



<b>Position Title</b>	Instructional Media Technician	<b>Department</b>	
<b>Direct Report</b>		<b>Approval/Revision Date</b>	
<b>Classification</b>	26	<b>Pay Type</b>	Hourly

<b>Job Summary/Definition</b>
<p>In the Learning Resource Centers (LRC) and under Educational Services and site leadership supervision, flexibly uses print, book, and digital medium comfortably to assist classroom learning. Performs a variety of computer instructional activities and educational instructional media functions to support the classroom teacher. Monitors, secures, and controls the conduct of the (LRC). Prepares technology for staff presentations by setting up screens, and software, Internet options, and prepares and uses other multimedia or electronic equipment. Must have the willingness and ability to remain current with the demands of twenty-first century digital learning.</p>

<b>Examples of Duties/Responsibilities</b>
<ol style="list-style-type: none"> <li>1. Provides integrated technology-based assistance to students as a support to the regular classroom teacher's curriculum and instruction;</li> <li>2. Gathers a variety of instructional materials and learning aids both hard copies such as books and print materials as well as electronic media in supporting classroom instruction for use with students in an LRC environment; and suggest print and electronic resources for learning;</li> <li>3. Works with students using book, print and other hard copy resources to assist students in doing research and finding books that align with their grade level reading levels and in collaboration with classroom teachers;</li> <li>4. Utilizes digital resources such as video cameras, CD's, computers, and other technology tools to support grade level curriculum in collaboration with classroom teachers;</li> <li>5. Helps students publish their written materials and assists with electronic insertion of photos, Internet sites, multi-media, Excel charts, Power Points, et cetera;</li> <li>6. Maintains library collection in an orderly manner including weeding of outdated material, book repair, and collection development processing of inventory including textbooks;</li> <li>7. Monitors and troubleshoots routine LRC equipment malfunctions and requests work orders as appropriate;</li> <li>8. Provides assistance to students in identifying, locating, and interpreting information from library and through appropriate search engines in the LRC.</li> <li>9. Assists in review of technology software for literacy and other print literary resources such as literature, books, print materials, realia, et cetera;</li> <li>10. Reinforces district standards for students in shaping of appropriate social and ethical Internet behavior;</li> <li>11. Maintains a variety of records and files pertaining to the LRC including circulation statistics, overdue materials, and lost and/or paid for materials.</li> <li>12. Can support an LRC resource web site with on-going input and information;</li> <li>13. Performs routine basic hardware support and troubleshooting tasks for electronic media in the LRC;</li> <li>14. Makes brief presentations to parents and District stakeholders about the LRC and the support for student learning;</li> <li>15. Works with community, staff and students in a professional manner;</li> <li>16. Other related duties as assigned.</li> </ol>

<b>Qualifications Guide</b>
<b>Knowledge of:</b>
1. Library cataloguing systems.



2. Basic methods, procedures, and techniques pertaining to instructional technology, computer hardware and software applications systems.
3. Current educational software programs for learning.
4. Instructional media and information technology trends, practices, and procedures.
5. Computer operating systems and a variety of computer hardware and software applications.
6. Basic troubleshooting skills for rudimentary technology problems.
7. Instructional strategies to assist teacher in managing K-8 groups to support learning.
8. Basic concepts of child growth and development, and developmental behavior characteristics.
9. Student behavior management strategies and techniques.
10. Appropriate English usage, punctuation, spelling, and grammar.
11. Routine record management, storage, and retrieval systems and office practices and procedures.

**Ability to:**

1. Suggest and utilize appropriate medium, including print or electronic, to support learning in the LRC.
2. Perform routine clerical functions related to support computers, troubleshoots routine electronic multimedia problems, and operate a variety of computer hardware, and peripheral equipment flexibly.
3. Utilize a variety of appropriate instructional materials and develops organized procedures in the enhancement of a positive educational environment in the LRC.
4. Operate a variety of computer hardware and peripheral equipment.
5. Effectively and efficiently demonstrate and support students in computer and digital/information literacy.
6. Establish and carry out oral and written directions.
7. Establish and maintain cooperative working relationships.

**Training/Education and Experience**

Any combination of training and experience that would likely provide the required knowledge and abilities listed above.

A typical way to obtain the required knowledge and abilities would be:

**Education:**

High school graduation supplemented by training or coursework in computer instruction, instructional media technology, and subject matter areas applicable to the assignment.

**Experience:**

Two years minimum experience working with students and instructional personnel in computer assisted instruction, instructional media technology, and with printed learning materials or programs.

**Technical Experience:**

Training and demonstrated competency in current office management software and current educational software programs used in classrooms, understanding of Internet searches and safe practices, and learning web sites, and knowledge of library management software or similar electronic medium, as well as Dewey Decimal system.

**Licenses:**

District Proficiency requirements are met in one of three ways:

- 1) Possession of an Associate's Degree (AA);
- 2) Completion of 48 college semester units (official transcripts required); OR
- 3) Completion and passage of the District-approved Proficiency Exam



# Santee School District

# Job Description

Successful completion of Instructional Media Resource Associate (IMRA) Certification Course within the first twelve (12) months of employment, at the District's cost.
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<b>Working Conditions/Physical Requirements:</b>
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School media center/computer lab environment in the Learning Resource Center.
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<b>Board Adopted:</b>	<b>June 16, 2009</b>
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<b>Revised:</b>	
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<b>Position Title</b>	Paraeducator – Multilingual Learner Services	<b>Department</b>	Educational Services
<b>Direct Report</b>	Assigned Supervisor	<b>Approval/Revision Date</b>	
<b>Classification</b>	20	<b>Pay Type</b>	Hourly

<b>Job Summary/Definition</b>
Under the direction of an assigned supervisor, assist a certificated teacher in providing instruction to multilingual learner students in an assigned learning environment; tutor students individually or in small groups; prepare instructional materials and perform general clerical duties in support of learning activities.

<b>Examples of Duties/Responsibilities</b>
<ol style="list-style-type: none"> <li>1. Assist a certificated teacher in providing instruction to multilingual learner students in a classroom or assigned learning environment.</li> <li>2. Assist in instructing multilingual learner students in English as a second language development, including oral and written language.</li> <li>3. Provide instructional presentations in a designated second language as directed.</li> <li>4. Translate written materials and interpret for non-English speaking parents and students at meetings, conferences and in the classroom in a designated second language.</li> <li>5. Administer and score language tests to students to determine level of English proficiency.</li> <li>6. Prepare instructional materials by sorting, assembling, duplicating and laminating materials.</li> <li>7. Prepare and maintain inventories of materials and equipment used in instructional activities.</li> <li>8. Maintain records related to student attendance and grades.</li> <li>9. Assist in maintaining a clean and orderly learning environment.</li> <li>10. Confer with teacher regarding student progress and problems.</li> <li>11. Tutor students individually or in small groups, reinforcing and following up on the teacher’s lessons.</li> <li>12. Attend in-services, workshops, and meetings as required.</li> <li>13. Perform related duties as assigned.</li> </ol>

<b>Qualifications Guide</b>
<b>Knowledge of:</b>
<ol style="list-style-type: none"> <li>1) Correct oral and written usage of English and a designated second language.</li> <li>2) Methods and techniques used in instructing multilingual learner students.</li> <li>3) Basic subjects taught in elementary school.</li> <li>4) Interpersonal and communication skills.</li> <li>5) Basic recordkeeping methods.</li> </ol>
<b>Ability to:</b>
<ol style="list-style-type: none"> <li>1) Learn and implement instructional techniques utilized with multilingual learner students.</li> <li>2) Translate written materials and interpret for parents, students, and teachers in a designated second language.</li> <li>3) Maintain records related to student progress and grades.</li> <li>4) Understand and apply rules, regulations, procedures, and policies.</li> <li>5) Maintain confidentiality of student information.</li> <li>6) Perform routine clerical tasks in support of instructional activities.</li> <li>7) Understand and carry out oral and written instructions.</li> <li>8) Establish and maintain cooperative and effective working relationships with others.</li> </ol>
<b>Training/Education and Experience</b>



# Santee School District

# Job Description

Any combination equivalent to graduation from high school and some experience with school age children in an organized setting.

### Licenses:

Possession of a valid California Driver's License in order to drive personal vehicle from site to site to conduct work.

Paraprofessional Proficiency Certification required in one of three ways:

- 1) Possession of an Associate's Degree (AA);
- 2) Completion of 48 college semester units (official transcripts required); OR
- 3) Completion and passage of the District-approved Paraprofessional Proficiency Exam

### Working Conditions/Physical Requirements:

Elementary school classroom or other learning environment.

<b>Board Adopted:</b>	March 20, 1990
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<b>Revised:</b>	December 5, 2006;
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**BACKGROUND:**

The District’s Reallocation Committee meets annually to review certain classifications in the classified non-management service. After careful review, the Reallocation Committee has determined that the current classifications for the following positions should be increased:

- Computer Support Technician I
- Information Technology Systems Technician
- Occupational Therapist
- Occupational Therapy Assistant
- Accountant: Finance
- Purchasing Technician

If the Board approves the recommendation to increase the classifications, employees currently working in these assignments will receive augmented increases in accordance with the Classified Collective Bargaining Agreement between Santee School District and California School Employees Association (CSEA) and its Chapter #557.

**RECOMMENDATION:**

It is recommended that the Board of Education approve the reallocation recommendations effective July 1, 2023:

- Increase the Computer Support Technician I position from classification 28.5 to classification 29.5
- Increase the Information Technology Systems Technician position from classification 28.5 to classification 29.5
- Increase the Occupational Therapist position from classification 35.5 to classification 37
- Increase the Occupational Therapy Assistant position from classification 28.5 to classification 30
- Increase the Accountant: Finance position from classification 30 to classification 30.5
- Increase the Purchasing Technician from classification 28.5 to classification 29

**FISCAL IMPACT:**

The annual increase in cost to increase the classifications will be \$46,435.20.

**STUDENT ACHIEVEMENT IMPACT:**

It is the District's intention to provide support for all students.

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

Agenda Item E.4.4.



**Item F. DISCUSSION AND/OR ACTION ITEMS**

Agenda Item F.

Discussion and/or Action Item F.1.1.  
Prepared by Dr. Kristin Baranski  
March 19, 2024

Appointment of Director, Fiscal Services

**BACKGROUND:**

With the recent resignation of Fiscal Services Director Tory Long, Administration will be conducting interviews to select a highly qualified candidate on Monday, March 18 and Tuesday, March 19.

Based on the immediate timeline needed to fulfill this vacancy, Administration will be prepared to recommend a final candidate to the Board of Education this evening. Pending Board of Education approval of the successful candidate, the Director, Fiscal Services will begin her/his appointment effective as early as April 1, 2024.

**RECOMMENDATION:**

Administration recommends the Board of Education appoint the successful candidate for the role of Director, Fiscal Services in Santee School District effective as early as April 1, 2024.

**FISCAL IMPACT:**

The Director, Fiscal Services 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.2.1.  
Prepared by Dr. Marcia Hamilton  
March 19, 2024

Approval of Monthly Financial Report

**BACKGROUND:**

Administration has prepared the accompanying Monthly Financial Report covering the period January 1, 2024 through January 31, 2024 prepared on a cash and modified accrual basis and include the District's revenue, expenditure, and cash activities.

**RECOMMENDATION:**

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

This recommendation supports the following District goal:

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

**FISCAL IMPACT:**

The Monthly Financial Report shows a beginning cash balance of \$37,113,400, cash receipts of \$11,170,164 and disbursements of \$7,329,795, resulting in an ending cash balance of \$40,953,769 as of January 31, 2024.

**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 - January

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## CASH REPORT FOR JANUARY

	Actual	Projected*	Difference
Beginning Cash Balance as of January 1, 2024	\$37,113,400	\$34,695,071	\$ 2,418,329
<b>INCOME</b>			
A. Local Control Funding Formula			
State Aid	2,959,399	2,959,399	\$ -
Property Taxes	4,985,199	4,985,199	\$ -
B. Federal Income			
Federal Funding	1,277,046	1,277,046	\$ -
C. State Income			
Lottery	497,052	497,052	\$ -
Other State Funding	282,003	282,003	\$ -
D. Local Income			
Other Local Income	544,140	544,140	\$ -
Spec Ed	521,012	521,012	\$ -
Interest	104,313	104,313	\$ -
E. Due to/Due from other funds	-	-	\$ -
F. Debt Proceeds	-	-	\$ -
<b>TOTAL INCOME</b>	<b>\$11,170,164</b>	<b>\$11,170,164</b>	<b>\$ -</b>
Beginning Balance Plus Income	\$48,283,564	\$45,865,235	\$ 2,418,329
<b>DISBURSEMENTS</b>			
G. Commercial Warrants	\$ 592,470	\$ 592,470	\$ -
H. Salary and Benefits	6,671,495	6,671,495	\$ -
I. Other Outgo	65,830	65,830	\$ -
J. Interfund Borrowing Out	-	-	\$ -
K. Budget Adjustments	-	-	\$ -
<b>TOTAL DISBURSEMENTS</b>	<b>\$7,329,795</b>	<b>\$7,329,795</b>	<b>\$ -</b>
Ending Cash Balance as of January 31, 2024	\$40,953,769	\$38,535,440	\$ 2,418,329

\* Based on Cash Flow Projection at Second Interim FY 2023-24

NOTE: Page 1 inadvertently added twice. Page 2 added 03/19/2024.

**Budget Revisions  
Through January 31, 2024  
2023-24 Revised Budget**

	<u>Unrestricted</u>	<u>Restricted</u>	<u>Total</u>
<b>Beginning Fund Balance</b>	26,057,482	13,051,837	39,109,319
<b>Estimated Income</b>	60,437,469	37,960,566	98,398,035
<b>Estimated Expenditures</b>	58,199,946	40,756,447	98,956,393
<b>Change in Fund Balance</b>	2,237,523	(2,795,881)	(558,358)
<b>Projected Ending Fund Balance</b>	28,295,005	10,255,956	38,550,961
<b>Less: Restricted Program Carryovers</b>	-	10,255,956	10,255,956
<b>Less: Non-Spendable</b>			
<b>Prepaid Expenses</b>	375,869	-	375,869
<b>Revolving Cash Fund</b>	20,000	-	20,000
<b>Stores Inventory</b>	260,965	-	260,965
<b>Less: Assigned Vacation Carryover</b>	338,216	-	338,216
<b>Assigned Site Carryover Balances</b>	-	-	-
<b>Less: Economic Uncertainty Reserve</b>	2,968,692	-	2,968,692
<b>Less: Reserve for State Budget Uncertainty</b>	-	-	-
<b>Uncommitted/Unassigned/Unappropriated Fund Balance</b>	24,331,263	-	24,331,263
<b>Fund 17 Projected End of Year Balance</b>	-	-	-
<b>Projected Reserves</b>	<u>27,299,955</u>	<u>-</u>	<u>27,299,955</u>
	<u>January</u>	<u>December</u>	
<b>Projected Reserve % 2023-24<sup>1</sup></b>	27.59%	26.38%	
<b>Projected Reserve % 2024-25<sup>2</sup></b>	21.65%	22.44%	
<b>Projected Reserve % 2025-26<sup>2</sup></b>	10.76%	14.61%	

As a % of the Estimated Expense Total<sup>1</sup>

Based on Multi-Year Projection at 2nd Interim- January 2024<sup>2</sup>

Discussion and/or Action Item F.3.1.  
Prepared by David MacLeod  
March 19, 2024

Adoption of Resolution No. 2324-13,  
Declaring May 8, 2024 as Santee  
School District's Day of the Teacher

**BACKGROUND:**

Certificated employees, whom we fondly refer to as teachers, provide instruction to students and create a learning environment supported by warmth, empathy, and understanding. Every day our certificated staff uphold the Mission of Santee School District to provide an extraordinary education in an inspiring environment with caring people. Therefore, these employees deserve recognition for their dedication, tenacity, and creativity in the delivery of instruction to best meet the needs of all learners.

**RECOMMENDATION:**

It is recommended that the Board of Education recognize certificated employees by declaring May 8, 2024 as Santee School District's "Day of the Teacher."

**FISCAL IMPACT:**

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

**STUDENT ACHIEVEMENT IMPACT:**

Teachers are the foundation of student achievement.

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

Agenda Item F.3.1.

# SANTEE SCHOOL DISTRICT

Resolution # 2324-13

## Resolution of the Santee School District Board of Education Declaring May 8, 2024 as the Day of the Teacher in Santee School District

**WHEREAS**, education is the most vital activity we as a society undertake to ensure the well-being of the nation;

**WHEREAS**, education is dependent in large part on the talent and commitment of teachers;

**WHEREAS**, teaching is a profession characterized by skill, knowledge, discipline, tenacity and creativity in the delivery of instruction;

**WHEREAS**, teachers are a source of caring, concern, understanding, empathy and warmth;

**WHEREAS**, teachers deserve widespread recognition and gratitude for their performance;

**WHEREAS**, teachers in the Santee School District exemplify all of these qualities;

**WHEREAS**, teachers in the Santee School District educate and motivate students who have not succeeded in other educational settings or have special needs that require unique skills and compassion; and

**WHEREAS**, teachers at the Santee School District have made a crucial difference in the lives of all students:

**NOW, THEREFORE, BE IT RESOLVED** that the Santee School District Board of Education and District Superintendent declare May 8, 2024 as the “Day of the Teacher” in Santee School District; and

**BE IT FURTHER RESOLVED** that the Santee School District Board of Education and County Superintendent of Schools encourage the community of Santee to recognize and honor Santee School District teachers on this day.

**PASSED AND ADOPTED** this 19<sup>th</sup> day of March, 2024 at a regular meeting of the Santee School District Board of Education.

The foregoing Resolution was passed and adopted at a regular meeting of the Governing Board of the Santee School District on the 19<sup>th</sup> day of March, 2024 by the following vote:

**AYES:** \_\_\_\_\_  
**NOES:** \_\_\_\_\_  
**ABSENT:** \_\_\_\_\_

Dated March 19, 2024

\_\_\_\_\_  
Elana Levens-Craig  
Clerk, Board of Education

Discussion and/or Action Item F.3.2.  
Prepared by David MacLeod  
March 19, 2024

Adoption of Resolution No. 2324-14,  
Declaring May 19 – 25, 2024 as  
Santee School District’s Classified  
School Employees Week

**BACKGROUND:**

Classified employees serve, assist, and provide support to children and fellow employees of the Santee School District. Every day, classified employees support and uphold the Mission of Santee School District to provide an extraordinary education in an inspiring environment with caring people. Therefore, classified employees deserve recognition and public celebration of their caring deeds and contributions.

**RECOMMENDATION:**

It is recommended that the Board of Education recognize classified employees by declaring May 19 – 25, 2024 as Santee School District’s “Classified School Employees Week.”

**FISCAL IMPACT:**

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

**STUDENT ACHIEVEMENT IMPACT:**

Classified employees provide support to staff and students.

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

Agenda Item F.3.2.



# SANTEE SCHOOL DISTRICT

Resolution # 2324-14

## Resolution of the Santee School District Board of Education Declaring May 19 - 25, 2024 as Classified School Employees Week in Santee School District

**WHEREAS**, education is the most vital activity we as a society undertake to ensure the well-being of the nation;

**WHEREAS**, classified school employees assist the Santee School District in its commitment to provide quality educational programs and services to the children of the Santee community;

**WHEREAS**, classified school employees, individually and collectively, set an exemplary standard of performance and commitment;

**WHEREAS**, classified school employees provide knowledge, skills and expertise that are relied upon throughout the organization; and

**WHEREAS**, classified school employees deserve rightful recognition and public celebration of their caring, their deeds, and their incalculable contributions to the children of the Santee School District:

**NOW, THEREFORE, BE IT RESOLVED** that the Santee School District Board of Education and District Superintendent hereby express their gratitude and commend all classified employees for their service to the Santee School District by declaring the week of May 19 – 25, 2025 as “Classified School Employees Week” in Santee School District.

**PASSED AND ADOPTED** this 19<sup>th</sup> day of March, 2024 at a regular meeting of the Santee School District Board of Education.

The foregoing Resolution was passed and adopted at a regular meeting of the Governing Board of the Santee School District on the 19<sup>th</sup> day of March, 2024 by the following vote:

**AYES:** \_\_\_\_\_  
**NOES:** \_\_\_\_\_  
**ABSENT:** \_\_\_\_\_

Dated March 19, 2024

\_\_\_\_\_  
Elana Levens-Craig  
Clerk, Board of Education

**Item G. EMPLOYEE ASSOCIATION COMMUNICATION**

**Item H. BOARD COMMUNICATION AND ORGANIZATIONAL BUSINESS**

**Item I. CLOSED SESSION**

**Item J. RECONVENE TO PUBLIC SESSION**

**Item K. ADJOURNMENT**

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