

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

June 17, 2014  
**MINUTES**

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

**A. OPENING PROCEDURES**

1. Call to Order and Welcome

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

Members present:

Ken Fox, President  
Dustin Burns, Vice President  
Barbara Ryan, Clerk  
Elana Levens-Craig, Member (left at 8:40 p.m.)  
Dianne El-Hajj, Member (arrived at 8:30 p.m.)

Administration present:

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

2. President Fox invited the audience to recite the District Mission and then invited Member Levens-Craig to lead the members, staff, and audience in the Pledge of Allegiance.
3. Approval of Agenda  
It was moved and seconded to approve the agenda.

**Motion:** Burns  
**Second** Ryan  
**Vote:** 4-0

<b>Fox</b>	<u>Aye</u>	<b>Levens-Craig</b>	<u>Aye</u>
<b>Burns</b>	<u>Aye</u>	<b>El-Hajj</b>	<u>Not Present</u>
<b>Ryan</b>	<u>Aye</u>		

Superintendent Pierce mentioned the Lakeside Union School District Board had approved Laura Spencer as their new Director of Technology. She thanked and acknowledged Dr. Spencer for her service to Santee School District.

**B. REPORTS AND PRESENTATIONS**

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

2. Spotlight: Junior Olympics – Appreciation to Kiwanis and Santee Teachers  
Superintendent Pierce mentioned the Santee Kiwanis Club has provided the Junior Olympics event for our students for over 30 years. Each year, on the first Saturday in June, one of the local high schools is inundated with students from Santee School District who have worked diligently with their classroom teachers to compete in a variety of track and field events. She introduced the Kiwanians and teachers and President Fox presented the Santee Kiwanis Club and each teacher with a certificate of appreciation.

3. Spotlight: PTA Presidents  
Superintendent Pierce expressed the District's gratitude towards the PTA Presidents for their service, leadership, and advocacy for the children and parents. President Fox presented each PTA President with a certificate of appreciation.

**C. PUBLIC COMMUNICATION**

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

**D. PUBLIC HEARINGS**

**1. Use of Education Protection Account Funds for 2014-15**

President Fox mentioned the district estimates that it will receive \$5,730,321 in Education and Protection Account (EPA) funds for the 2014-15 fiscal year. Adoption of Resolution #1314-24 designates that these funds will be used to pay a portion of unrestricted certificated teacher salaries as described in agenda item F.3.2. President Fox opened the public hearing on the Use of Education Protection Account Funds for 2014-15. There were no public comments. The public hearing was closed.

**E. CONSENT ITEMS**

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

- 2.1 Approval/Ratification of Travel Requests
- 2.2 Approval/Ratification of Expenditure Warrants
- 2.3 Approval/Ratification of Purchase Orders
- 2.4 Approval/Ratification of Revolving Cash Report
- 2.5 Acceptance of Donations
- 2.6 Approval of Consultants and General Service Providers
- 2.7 Approval/Ratification of Annual Agreements for 2014-15
- 2.8 Adoption of Resolution No. 1314-39 To Claim Lost Days for the State Preschool Program Due to Fire Threat
- 2.9 Adoption of Resolution No. 1314-40 to Commit the 2013-14 Ending Fund Balance in Fund 14
- 2.10 Adoption of Resolution No. 1314-41 to Commit the 2014-15 Ending Fund Balance in Fund 14 and Fund 17
- 3.1 Approval of Nonpublic Agency Master Contract with Vista Hill d/b/a Learning Assistance Center and GPS Services for Educationally Related Mental Health Services (ERMHS)
- 3.2 Approval of Nonpublic Agency Master Contract with ProCare Therapy, Inc. for an Adapted Physical Education (APE) Therapist
- 3.3 Approval of Nonpublic Agency Master Contract with Maxim Healthcare for Nursing Services
- 3.4 Approval of Nonpublic Agency Master Contract with Excel Home Health for Nursing Services
- 3.5 Approval of Extended Field Trip for Carlton Hills 7-8 Grade Students to H&M Landing in San Diego
- 4.1 Personnel, Regular
- 4.2 Approval of Revisions to Coordinator, Instructional Technology Job Description and Appointment of Coordinator – *pulled for separate consideration*

It was moved and seconded to approve Consent Items with the exception of E.4.2., which was pulled for separate consideration.

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

**4.2. Approval of Revisions to Coordinator, Instructional Technology Job Description and Appointment of Coordinator (pulled by Member Burns for separate consideration)**

Member Burns acknowledged Dan Prouty's appointment as Coordinator, Instructional Technology. He moved approval.

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

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

President Fox invited comments from the public on any item listed under Discussion and/or Action.

**1.1. Purchase and Sale Contract with M. Grant Real Estate Inc. for Purchase of the Renzulli Property**

Karl Christensen explained that at the May 20<sup>th</sup> meeting, the Board accepted the highest oral bid for sale of the Renzulli Property from M Grant Real Estate Inc. for the amount of \$5,275,000. The next step in the process is to execute a Purchase and Sale Contract to open escrow and begin the six month Initial Contingency period during which the developer will work with the City of Santee to obtain rezoning and entitlement of the property for residential development. Mr. Grant has already provided the District with a check for \$105,500 for the initial deposit. Michael Grant was present and was asked to introduce himself and provide a brief highlight of his company and the development work they have done in Santee. Mr. Grant expressed his gratitude towards the Board for allowing him to acquire the property. He mentioned he was a local developer and resident of East County and his company had been involved in the development of four residential subdivisions on Prospect Avenue; one directly across the street from the Renzulli property. Mr. Grant explained he was already working with the City on rezoning of the property. Mr. Christensen acknowledged Mr. Grant's generous donation towards the Santee School District Foundation Golf Tournament. Member Burns moved to approve the purchase and sale contract. Member Ryan asked if the district was bound to a six-month escrow process. Mr. Christensen explained escrow could close sooner. Mr. Grant explained the process with the City would require a general planning amendment and rezoning of property. This process would begin as soon as they submit a preliminary application to the City. In return, the City would hold a public hearing where they consider a general plan amendment. The City would then move forward with the applicant to process a formal application. The City would hold a public hearing and vote to approve the general plan amendment and rezoning at the following meeting. Once this is completed, the subdivision process begins. This requires getting the tentative subdivision plan approved and then the final subdivision plan approved. Member Burns moved approval for the purchase sale contract for the purchase of the Renzulli property.

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

**1.2. Irrigation Water Well System at Pepper Drive**

Karl Christensen explained that with the construction of the 10-classroom addition at Pepper Drive, the upper turf field was removed and only a large dirt area behind the building remains. Construction projects require obtaining a Storm Water Pollution Prevention Plan (SWPPP) permit and one was obtained for the 10-classroom addition project before replacement of the turf field was removed from the project for lack of funds. Consequently, the SWPPP cannot be completely closed out until a remedy is put in place to prevent silt from draining off the site and entering the storm water system. He explained a viable remedy for this would be to replace the turf field but this would require either an upgrade to the current water delivery system for adequate irrigation pressure or installation of a water well. Staff is currently in discussion with the County of San Diego for a joint-use grant to pay for the new field which could include paying for the water well. Initial discussions indicate this possibility holds some promise. Therefore, staff would like to include installation of a water well in this project. If the Board is amenable to this

solution, staff would notify Helix Water of the district's intention to install a water well and come back to the July 1<sup>st</sup> Board meeting for approval to submit a CEQA exemption and authorization to disseminate an RFP for digging the water well and installing the necessary equipment. Mr. Christensen noted that, similar to the Hill Creek project, this type of an undertaking has an inherent risk of incurring \$50k to \$60k in cost for digging the well and not finding sufficient water pressure. It is the district's hope to get joint-use funds for the turf field and water well projects. However, if the district is only able to allocate funds for the turf field, SIP funds and/or developer fees could be used for the water well project. Member Levens-Craig inquired on the probability of finding water. Mr. Christensen explained there was a 95% chance of finding water at Hill Creek and this project is approximately 90%. She also inquired on the relationship with Helix Water District. Mr. Christensen explained the district has minimal contact with Helix Water District. However, he believes staff does have contacts. Member Levens-Craig asked if neighboring districts had wells. Mr. Christensen explained Grossmont Union High School District has one at Vahalla; and West Hills. Member Burns inquired on the location of the well. Mr. Christensen would get the exact location. President Fox clarified that the issue would be brought back to the Board for additional direction if no water was found. Mr. Christensen explained water was found at Hill Creek reaching 400-500 feet. However, they had to dig to approximately 800-900 feet until adequate water pressure was found. Member Levens-Craig inquired on the project's timeline. Mr. Christensen will provide a timeline to the Board. Member Ryan mentioned there was a greater probability of obtaining funding since the Board of Supervisors increased their community development budget to \$2 million and the district had a good working relationship with Dianne Jacob.

#### **2.1. Presentation on Digital Learning Initiative**

Dr. Stephanie Pierce explained with implementation of CCSS and SBAC, the district has worked to transform practices, processes and structures for student learning. Another change this year has been the LCAP, a strategic planning tool based on stakeholder input. From this stakeholder input, the district developed several goals and action steps. Seven of these action steps are specific to our digital initiative with the end in mind of improving student learning. She mentioned staff would present on these action steps relative to our digital initiative.

Dr. Laura Spencer, Coordinator of Technology, shared the curricular opportunities available for students through their digital devices. She also shared the resources created to help teachers make the transition to digital learning (i.e., follow-up support before- and after-school, iPad 101 and iPad 201 workshops, and the digital learning teacher guide, etc.). Dr. Spencer shared a list of teacher and student iPad applications and a video of a third grade student using an application to develop a book review.

Bernard Yeo, Director of Technology, discussed the components needed in place to support the digital learning initiative. In particular the mobile device manager used to manage the installation and distribution of apps and ensure the safety and security of the device and of students. Mr. Yeo explained the device manager allows for the district to push apps to teachers and for teachers to push apps to the student iPads.

Bonner Montler, Coordinator of Assessment and English Learner, shared information on the DreamBox Learning Program pilot and teacher and student feedback. Ms. Hammack, teacher at PRIDE Academy, described using the program in the classroom and noticing high student engagement and the ability for students to work at their own level. Ms. Hammack shared being able to see a progress report for each student. Jared Sarbas, a student in Ms. Hammack's class, described enjoying the use of DreamBox and encouraged the Board to support the purchase of the program. Mr. Eveland explained the importance of DreamBox being an adaptive program, which means, the program will conform to the students' answers and tailor the lesson based on the students' ability. Williams Pince and Shala Malone, students in Mr. Eveland's class, shared their experiences of using DreamBox in their classroom. Member Levens-Craig asked the students if it took them a while to understand the program. The students responded the program was very easy to understand and use.

Eileen Moreno described the components of Safari Montage including the K-8 super core content package and creation station. These allow teachers to integrate volumes of digital images and videos into their instruction and provide the district with a comprehensive solution for the distribution of digital media and visual instruction. Teachers will be able to use this program to provide real life applications, to build students' background knowledge, substantiate reading material, and to present diverse and varied opinions; all of which support common core standards.

**2.2. Adoption of 2014-15 Local Control Accountability Plan**

Dr. Pierce presented the 2014-15 Local Control Accountability Plan for approval. Member Ryan moved approval.

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

**2.3. Presentation on California Common Core State Standards 8<sup>th</sup> Grade Mathematics**

Dr. Pierce shared staff would be speaking about the district's implementation of common core standards to 8<sup>th</sup> grade mathematics. She explained the new framework and assessment system, and new standards have shifted 8<sup>th</sup> grade mathematics. The standards contain three principles on achievement in higher mathematics: focus, coherence, and rigor.

Dr. Pierce explained the common core standards call for greater focus in mathematics. Rather than racing to cover many topics in a mile-wide, inch-deep curriculum, the standards ask math teachers to significantly narrow and deepen the way time and energy is spent in the classroom. Mathematics is not a list of disconnected topics, tricks, or mnemonics. It is a coherent body of knowledge made up of interconnected concepts. Therefore, the standards are designed around coherent progressions from grade to grade. Learning is carefully connected across grades so that students can build new understanding onto foundations build in previous years. Each standard is not a new event, but an extension of previous learning. Rigor is related to reaching a high cognitive complexity. Children are being asked to think more deeply, justify their thinking, and understand there many different ways to solve a problem.

Jennifer Rolf, teacher at Pepper Drive, explained the curriculum shifts implemented by the new common core standards. Ms. Rolf explained 60% of the previous state standards overlap with the new common core state standards. Geometry and Statistics/Probability are recently added state standards; previously at the 6<sup>th</sup> and 7<sup>th</sup> grade level and now being shifted to the 8<sup>th</sup> grade level. Quadratics and Rational Expressions were removed and added to higher level mathematics. Overarching all the common core standards are eight mathematical practices which will drive the common core curriculum.

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to Precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

These give students an opportunity to enter the lesson at different levels, referred to as low-level, high ceiling. Ms. Rolf mentioned teachers have become the facilitator of learning versus the disseminator of information.

Cindi Schultz, PRIDE Academy 7/8 grade teacher, explained the piloting of the SBAC testing was an assessment shift. The SBAC testing is assessing on 8<sup>th</sup> grade mathematics and not on Algebra I anymore. Algebra I is no longer being offered at 8<sup>th</sup> grade. Teachers want to make sure public accountability is covered and that students are

being taught on what they are being assessed. She noticed the SBAC testing was rigorous and the types of questions being asked were not just multiple choice. Students had to write, explain, and draw pictures/graphs on one understanding of a concept. Ms. Schultz also noticed there were a lot of concepts that they hadn't addressed this year. These included geometry, statistics and probability pieces that were covered in 6-7<sup>th</sup> grade, they were not addressed in 8<sup>th</sup> grade. Moving forward, teachers are looking into giving interim assessments in Trimester 1 and 2. These interim assessments would be summative. Teachers will be able to track improvement from the beginning of the school year. The interim assessment in Trimester 2 would show how much students learned and grown over the year. Teachers would use this data to assist in preparing students for SBAC testing.

Mark Robbins, Rio Seco 8<sup>th</sup> grade teacher, discussed instructional shifts. Prior to the use of iPads, teachers would use a text book to plan their lessons. Chapters would be broken down by days and monthly lessons were developed. Teachers would meet again a few months later and they would find they were at a different pace. This summer, the mathematics leadership team will be creating and forming tasks on the units they have developed and collaborating with the teachers to get them excited on the new instructional shifts. Mr. Robbins extended an invitation to the Board to visit their 8<sup>th</sup> grade math classes to observe the student engagement.

Dr. Pierce commended the mathematics leadership team for their work. She shared the next steps include aligning the curriculum with CPM, which is on the state approved list. The district is looking into working with Grossmont Union High School District on an option to offer a zero period Algebra course. The district is exploring online options and also looking at which Santee teachers are credentialed to teach algebra. Member Levens-Craig asked what options students have if they want to take Spanish and algebra. Dr. Pierce explained the students would have to make a choice as to which course they would take; as taking extra periods can be overwhelming. Member Burns mentioned his preference would be to utilize Santee teachers to teach a zero period versus contracting Grossmont Union High School. By using Santee School District teachers, the course would be accessible to more students in form of a zero period or 7<sup>th</sup> period.

Bonner Montler, Coordinator for Assessment and English Learner, mentioned the implementation of common core has shifted the way of looking at student achievement and their readiness to receive curriculum at 8<sup>th</sup> grade. Before, the district administered a summative test at the end of 7<sup>th</sup> grade. The information was provided to 8<sup>th</sup> grade teachers to assess the students' readiness. He explained the new framework for mathematics has been released. The California State University Mathematics Diagnostic Testing Project (MDTP) has many levels of testing that are used by districts to assess student aptitude in math. The MDTP test is not common core aligned. However, the California State University is developing other diagnostic tests that are common core aligned. Over the next couple of years, the district will be looking at assessment tools to determine readiness for when our students are ready to accelerate.

Member Ryan expressed her gratitude towards President Fox, Superintendent Pierce, and Dr. Pierce for bringing this information to the Board. Member Ryan stressed her concern on not offering algebra in 8<sup>th</sup> grade. She wants to make sure that no child is prevented from accelerating in high school. Member Ryan mentioned the Board of Education made a decision years ago to expose every 8<sup>th</sup> grade student to algebra. The Board supported the decision to provide students with an opportunity to enter Grossmont Union High School District and be able to take math courses they were required to take. However, this was not always possible because they didn't have algebra in 8<sup>th</sup> grade. She thinks offering a zero period is great and is very supportive of an online course.

Dr. Pierce clarified there is not a placement test. Students would receive a diagnostic test to assess their readiness and give the teacher an idea of where they need to adjust instruction or support the child. The purpose of the test is not to exclude anyone from taking the program. However, since the student is taking an additional course, some criteria would be established (i.e., GPA).

Dr. Pierce mentioned she would keep the Board abreast on the status of the course.

*President Fox asked that the record reflect Member El-Hajj joined the meeting at 8:30 p.m. and Member Levens-Craig left the meeting at 8:40 p.m.*

### **3.1. Adoption of 2014-15 Santee School District Budget**

Prior to going into details on the adopted budget, Karl Christensen provided a few highlights that are incorporated in the final State Budget package that are different than what was in the May Revise. The final budget package assumes the same State revenues and Prop 98 funding as the Governor's proposal. The final budget leaves approximately \$900 million of deferrals unpaid with trigger language that stipulates that if State revenues exceed the forecast, the excess would be put towards paying off the remaining deferral amount.

Since some money has been freed by not paying deferrals and funding Prop 98 at the same amount, it leaves \$400 million for Mandated Cost reimbursements with language specifying that districts are encouraged to use these funds towards Common Core implementation but the funds can be used for any purpose designated by the Board.

The legislature added \$250 million more to the LCFF. This is an estimated \$120k in 2014-15 for the district.

STRS Contribution Rates for addressing the STRS unfunded liability. The final budget package contains a revision to the proposed phase-in of contribution increases. For 2014-15, rather than the 1.25% proposed increase, the increase will be 0.63%. However, in the subsequent years, the increases are larger than proposed in May in order to make up the difference and still get to the target rate of 19.1% in 2020-21.

By far, the most controversial change involves the last minute insertion of trailer bill language that establishes a maximum reserve level for school districts. There are 2 parts to this new law:

- The 1<sup>st</sup> part starts in 2015-16 and merely adds increased transparency for maintaining reserves higher than the minimum by requiring the holding of a public hearing at which reasons for the "excess reserve" are explained.
- The 2<sup>nd</sup> part starts in the fiscal year following a year in which the State makes a deposit into the Public School System Stabilization Account (which is part of the package passed in May pertaining to the State's Rainy Day Fund) and imposes a CAP on reserve levels.
  - In any fiscal year immediately after a fiscal year in which the State makes a deposit to the fund, the District shall not approve or revise a budget that contains more than 2 times the minimum reserve level, 6% in our case, in the combined assigned and unassigned ending fund balance.
  - Fund balance designations under GASB 54:
    - Non-Spendable
    - Restricted
    - Committed – Board action
    - Assigned – Administration action
    - Unassigned
  - Essentially then, in a fiscal year after the State makes a deposit to the rainy day fund for schools, to maintain a higher unrestricted assigned and unassigned fund balance than 6% would require 1 of 2 actions:
    - Obtaining an exemption from the County Office of Education for "extraordinary fiscal circumstances," including but not limited to, multi-year infrastructure or technology projects
      - The County can grant an exemption for no more than 2 consecutive years in a 3-year period
      - Making formal commitments of portions of the fund balance under GASB 54 guidelines

Member Ryan asked that a letter be written to the Governor stating the Board's opposition to the cap on the district's reserve.

Mr. Christensen highlighted individual sections on the "User Friendly Version" provided to the Board. In particular, he referenced page 16, Changes in Fund Balance (line 22). He noted the district is projecting a \$2.7 million deficit in the unrestricted fund. A portion of this is one-time. A \$1 million deficit is shown on the restricted fund due in part by the spending of the common core funds. The Cafeteria Fund shows a deficit of \$190,000. A transfer of \$535,000 is being transferred to deferred maintenance fund and designated for deferred maintenance projects. Special Reserve Fund 17 (line 6) shows an interfund transfer in of \$590,000 for the technology reserve. The Board took action under consent to commit the funds and they should not be counted to the reserve, assigned, or unassigned fund balance. Special Reserve Fund 40 (solar project) shows a surplus of approximately \$96,000, which will be spent in approximately 19 months when the incentives run out and the funds will be used to make payments. It is anticipated the district will break even in 15 years when they are paid off, then the energy savings accumulates. He referenced page 17, line 22 showing a surplus for Yale of approximately \$21,000. Project SAFE shows a \$157,966 surplus.

On page 25, he referenced an estimated 2014-15 LCFF Funding Increase of \$3,614,073, an increase by approximately \$125,000 due to the recent allocation of additional LCFF funds in the governor's budget. On page 27, Mr. Christensen went on to explain current enrollment shows the need for 224 general education teachers for 2014-15. However, because enrollment fluctuates, six additional teachers were added. A total of 230 general education teachers are built into the budget. The budget also shows the addition of the four Teachers on Special Assignment (TOSAs). However, not reflected on the budget is the Administrative Intern for Rio Seco and Cajon Park. Mr. Christensen recommended using the "buffer" funds for these positions. The Principal on Special Assignment is not included in the budget and would be added to the budget. He made reference to the Statutory Benefit rates (page 28) that were in the multi-year projections. He explained the initial rates included in the Governor's proposal were included. However, the budget would need to be revised to reflect the new proposed rates. Significant Budget Augmentations include payment for the new County Office financial information software system, replacement of a copier in the publications department, and replacement of a special education bus. Mr. Christensen made reference to the multi-year projections (page 33) and highlighted the reserve percentage. He mentioned this number is slightly different than what the calculation would be based on the new law. Assigned fund balances are not included. He noted that in 2016-17 the reserve percentage is under 6%. He clarified this is based on a moderate state revenue growth model. Mr. Christensen noted the estimated structural surplus (deficit) of approximately \$1,000,000 in 2014-15, this means the ongoing expenditures exceed the ongoing revenue.

Member Burns moved approval of the 2014-15 Santee School District Budget.

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

**3.2. Adoption of Resolution No. 1314-24 Designating Use of Education Protection Account Funds for 2014-15**

Mr. Christensen stated that this item was related to the public hearing earlier in the meeting. Member Burns moved to adopt Resolution #1314-24 Designating Use of Education Protection Account funds for 2014-15.

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



**4.1. Approval for Digital Learning Initiative:**

- **Devices for Students**

Member Ryan moved approval. There was no discussion by the Board.

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

**4.2. Approval for Digital Learning Initiative:**

- **Hardware and Software Support for Student iPads**
- **Mobile Device Management System**
- **Tech Support MacBook Air Devices for Students**

Member Ryan moved approval. There was no discussion by the Board.

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

**4.3. Approval for Digital Learning Initiative:**

- **Safari Montage Digital Media System**

Member Ryan moved approval. There was no discussion by the Board.

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

**4.4. Approval for Digital Learning Initiative:**

- **Licensing Agreement with DreamBox Learning**

Member Ryan moved approval. There was no discussion by the Board.

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

**G. BOARD POLICIES AND BYLAWS**

**1.1. First Reading: Board Policy Annual Review**

- BP 1312.1 Complaints Concerning District Employees
- BP 4116 Probationary/Permanent Status
- BP 4315.1 Competence in Evaluation and Instructional Methodologies
- BP 5116.1 Intradistrict Open Enrollment
- BP 6145 Extracurricular and Cocurricular Activities

Board Bylaw 9310, Board Policies, and Education Code 35160.5 require that the Board annually review the listed Board Policies. The above listed policies were submitted with recommended revisions for a first reading. No action was requested.

**1.2. Second Reading: Board Policy 1312.3, "Uniform Complaint Procedure"**

Revised BP 1312.3 was presented to the Board for a second reading and approval. Member Burns moved to approve the revisions to Board Policy 1312.3.

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

#### H. BOARD COMMUNICATION

Superintendent Pierce shared pictures of a tree at Rio Seco that has the root system wrapped around a water line. She mentioned a certified arborist stated structural damage had occurred to the tree when excavating the line and trying to free the water line from the root. The arborist shared his concern on a crack running vertically along the main trunk. He stated that during an El Niño storm, the main trunk could break causing one of the three main limbs to fall on the sidewalk toward the kindergarten building. The arborist recommends removing the tree. The Board asked that staff communicate the issue and work with parents and PTA on options for replacing the tree.

Superintendent Pierce reminded the Board of the upcoming Foundation Golf Classic tournament on June 26. She presented a copy of the Declaration of Promotion and shared the schools would provide a copy at each ceremony. Superintendent Pierce inquired on proceeding with the Student Leadership Award for the Sycamore Canyon student who completed the parent common core workshops. The Board asked that the student be presented with a plaque. Superintendent Pierce inquired on the restoration of the pictures in the lobby. The Board asked that the pictures be restored in black and white.

#### I. CLOSED SESSION

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

1. Conference with Labor Negotiator (Gov't Code § 54956.8)  
Agency Negotiators: Karl Christensen, Assistant Superintendent; and Tim Larson, Assistant Superintendent  
Employee Organization: Santee Teachers Association
2. Conference with Labor Negotiator (Gov't Code § 54956.8)  
Agency Negotiators: Karl Christensen, Assistant Superintendent; and Tim Larson, Assistant Superintendent  
Employee Organization: Classified School Employees Association
3. Public Employee Performance Evaluation (Gov't Section § 54957)  
Superintendent

The Board entered closed session at 9:30 p.m.

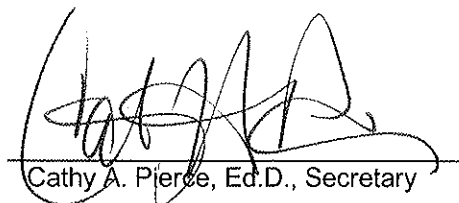
#### J. RECONVENE TO PUBLIC SESSION

The Board reconvened to public session at 10:15 p.m. No action was reported.

#### K. ADJOURNMENT

The June 17, 2014 regular meeting adjourned at 10:15 p.m.

  
Barbara Ryan, Clerk

  
Cathy A. Pierce, Ed.D., Secretary