

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

January 19, 2021  
**MINUTES**

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

**A. OPENING PROCEDURES**

**1. Call to Order and Welcome**

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

Members present:

Barbara Ryan, President  
Elana Levens-Craig, Vice President (joined via zoom)  
Dianne El-Hajj, Clerk  
Ken Fox, Member  
Dustin Burns, Member

Administration present:

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

**2. District Mission**

President Ryan welcomed those in attendance and recited the District Mission.

**3. Pledge of Allegiance**

Member Fox led members, staff, and audience, in the Pledge of Allegiance.

**4. Approval of Agenda**

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

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

**B. REPORTS AND PRESENTATIONS**

**1. Superintendent's Report**

- 1.1. Developer Fees and Collection Report
- 1.2. Use of Facilities
- 1.3. Enrollment Report
- 1.4. Claims Against the District
- 1.5. COVID-19 Update

Superintendent Baranski shared that since September 28, the date the District has been in session with the majority of students, a total of 207 positive COVID-19 cases had been reported. Of which, 60 cases were staff members and 147 were student cases. She reported today's Dashboard reflected 11 employee cases and 17 student cases. Superintendent Baranski noted the increase in cases were a result of the winter holiday break.

**2. 2020-2021 Trimester I District Assessments Results**

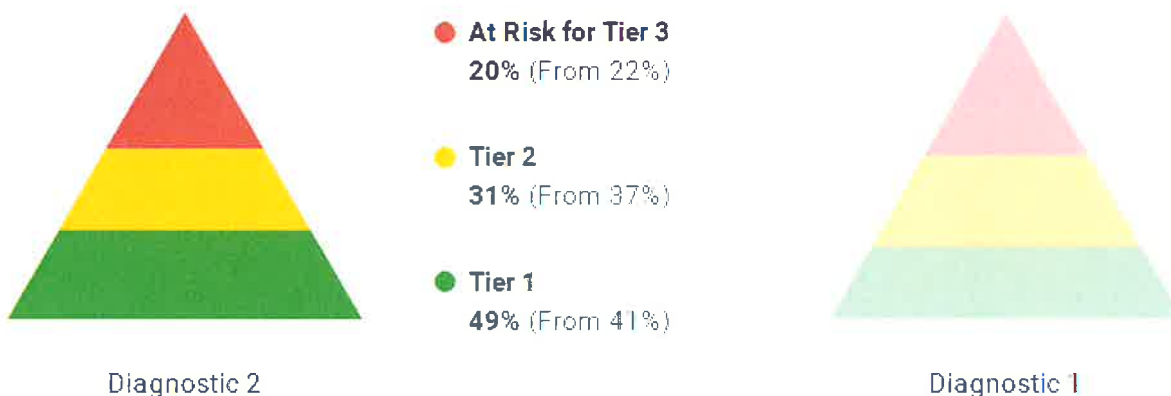
President Ryan shared staff would be presenting on the 2020-21 Trimester I Assessment results and asked that the Board hold their questions towards the end of the presentation and/or direct them towards Superintendent Baranski and or Dr. Stephanie Pierce, Assistant Superintendent of Educational Services, since the other presenters were joining via zoom.

Dr. Pierce, along with Bonner Montler, Director of Assessment and Learning Support, and Mike Olander, Director of Pupil Services and Student Well Being, presented District Assessment results for Trimester 1. The presentation included an overview of multiple assessment measures, and how they relate to the two District LCAP goals, and ongoing support for improving student learning. Dr. Pierce commended teachers and students for their tenacity and perseverance on this year's assessment and explained some students took the assessments via distance learning.

Mr. Montler explained iReady Data, 3rd - 8th Grade Beginning of Year – Standard View and Placement by Domain. He shared the Mathematics diagnostic is new this year and was administered at the beginning of the year and the second diagnostic in December.

## 2020-21 iReady Data, K - 8th Grade

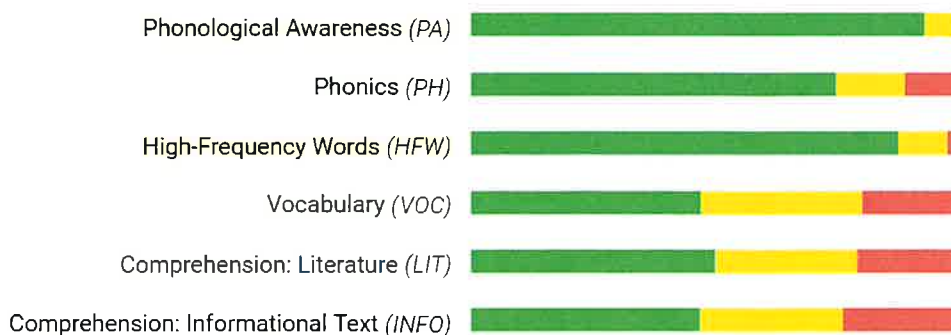
Reading: 2<sup>nd</sup> Diagnostic – Standard View



## iReady Data, K - 8th Grade

Reading: 2<sup>nd</sup> Diagnostic – Standard View

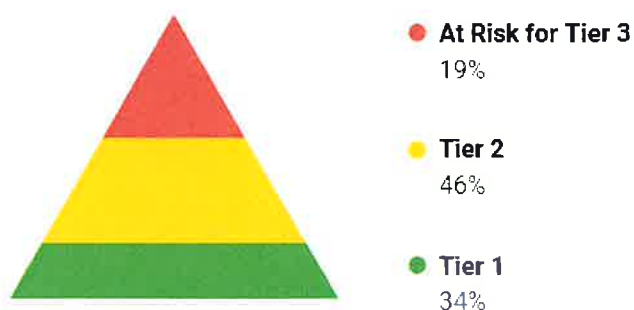
### Placement By Domain



## 2020-21 iReady Data, K - 8th Grade

Mathematics: 2<sup>nd</sup> Diagnostic – Standard View

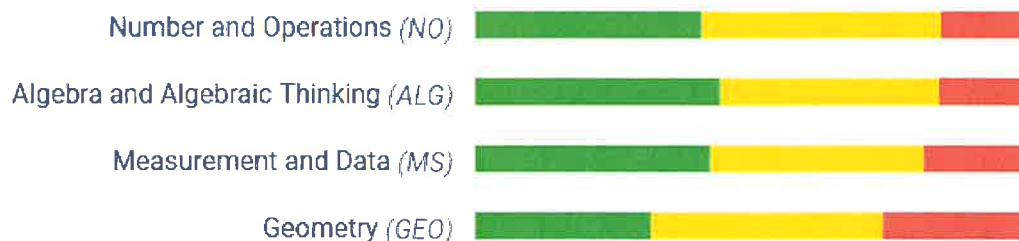
### Overall Placement



## 2020-21 iReady Data, K - 8th Grade

Mathematics: 2<sup>nd</sup> Diagnostic – Standard View

### Placement By Domain



Mr. Montler provided an overview of District SBAC Interim Assessment Block Data for grades 3-8. Data showed a -3.6% change in ELA and -1.1% change in Math for 3<sup>rd</sup> grade; -0.6% change in ELA and -2.7% change in Math for 4<sup>th</sup> grade; -1.3% change in ELA and -5.2% change in Math for 5<sup>th</sup> grade; 8.1% change in ELA and 6.9% change in Math for 6<sup>th</sup> grade; 6.7% change in ELA and 3.0% change in Math for 7<sup>th</sup> grade; and 5.7% change in ELA and -1.9% change in Math for 8<sup>th</sup> grade.

| District          | ELA IAB 2019 T1 Δ 2020 T1 Comparison |              |              |                    |              |              |              |              |              |
|-------------------|--------------------------------------|--------------|--------------|--------------------|--------------|--------------|--------------|--------------|--------------|
|                   | 2019 1st Trimester                   |              |              | 2020 1st Trimester |              |              | 19-T1        | 20-T1        | Change       |
| 3rd Grade ELA IAB | Above                                | Near         | Below        | Above              | Near         | Below        | A-N          | A-N          | Δ            |
| <b>ELA Total</b>  | <b>18.9%</b>                         | <b>45.7%</b> | <b>35.4%</b> | <b>13.2%</b>       | <b>47.8%</b> | <b>39.0%</b> | <b>64.6%</b> | <b>61.0%</b> | <b>-3.6%</b> |

| District           | Math IAB 2019 T1 Δ 2020 T1 Comparison |              |              |                    |              |              |              |              |              |
|--------------------|---------------------------------------|--------------|--------------|--------------------|--------------|--------------|--------------|--------------|--------------|
|                    | 2019 1st Trimester                    |              |              | 2020 1st Trimester |              |              | 19-T1        | 20-T1        | Change       |
| 3rd Grade Math IAB | Above                                 | Near         | Below        | Above              | Near         | Below        | A-N          | A-N          | Δ            |
| <b>Math Total</b>  | <b>13.2%</b>                          | <b>47.0%</b> | <b>39.8%</b> | <b>17.4%</b>       | <b>41.7%</b> | <b>40.9%</b> | <b>60.2%</b> | <b>59.1%</b> | <b>-1.1%</b> |

District ELA IAB 2019 T1 Δ 2020 T1 Comparison

|                   | 2019 1st Trimester |              |              | 2020 1st Trimester |              |              | 19-T1        | 20-T1        | Change       |
|-------------------|--------------------|--------------|--------------|--------------------|--------------|--------------|--------------|--------------|--------------|
|                   | Above              | Near         | Below        | Above              | Near         | Below        | A-N          | A-N          | Δ            |
| 4th Grade ELA IAB |                    |              |              |                    |              |              |              |              |              |
| <b>ELA Total</b>  | <b>16.1%</b>       | <b>53.6%</b> | <b>30.3%</b> | <b>14.4%</b>       | <b>54.8%</b> | <b>30.9%</b> | <b>69.7%</b> | <b>69.1%</b> | <b>-0.6%</b> |

District Math IAB 2019 T1 Δ 2020 T1 Comparison

|                    | 2019 1st Trimester |              |              | 2020 1st Trimester |              |              | 19-T1        | 20-T1        | Change       |
|--------------------|--------------------|--------------|--------------|--------------------|--------------|--------------|--------------|--------------|--------------|
|                    | Above              | Near         | Below        | Above              | Near         | Below        | A-N          | A-N          | Δ            |
| 4th Grade Math IAB |                    |              |              |                    |              |              |              |              |              |
| <b>Math Total</b>  | <b>12.5%</b>       | <b>48.3%</b> | <b>39.3%</b> | <b>12.0%</b>       | <b>46.1%</b> | <b>41.9%</b> | <b>60.8%</b> | <b>58.1%</b> | <b>-2.7%</b> |

District ELA IAB 2019 T1 Δ 2020 T1 Comparison

|                   | 2019 1st Trimester |              |              | 2020 1st Trimester |              |              | 19-T1        | 20-T1        | Change       |
|-------------------|--------------------|--------------|--------------|--------------------|--------------|--------------|--------------|--------------|--------------|
|                   | Above              | Near         | Below        | Above              | Near         | Below        | A-N          | A-N          | Δ            |
| 5th Grade ELA IAB |                    |              |              |                    |              |              |              |              |              |
| <b>ELA Total</b>  | <b>26.1%</b>       | <b>49.2%</b> | <b>24.7%</b> | <b>21.8%</b>       | <b>52.3%</b> | <b>26.0%</b> | <b>75.3%</b> | <b>74.0%</b> | <b>-1.3%</b> |

District Math IAB 2019 T1 Δ 2020 T1 Comparison

|                    | 2019 1st Trimester |              |              | 2020 1st Trimester |              |              | 19-T1        | 20-T1        | Change       |
|--------------------|--------------------|--------------|--------------|--------------------|--------------|--------------|--------------|--------------|--------------|
|                    | Above              | Near         | Below        | Above              | Near         | Below        | A-N          | A-N          | Δ            |
| 5th Grade Math IAB |                    |              |              |                    |              |              |              |              |              |
| <b>Math Total</b>  | <b>15.4%</b>       | <b>47.4%</b> | <b>37.1%</b> | <b>10.3%</b>       | <b>47.3%</b> | <b>42.3%</b> | <b>62.9%</b> | <b>57.7%</b> | <b>-5.2%</b> |

District ELA IAB 2019 T1 Δ 2020 T1 Comparison

|                   | 2019 1st Trimester |              |              | 2020 1st Trimester |              |              | 19-T1        | 20-T1        | Change      |
|-------------------|--------------------|--------------|--------------|--------------------|--------------|--------------|--------------|--------------|-------------|
|                   | Above              | Near         | Below        | Above              | Near         | Below        | A-N          | A-N          | Δ           |
| 6th Grade ELA IAB |                    |              |              |                    |              |              |              |              |             |
| <b>ELA Total</b>  | <b>18.5%</b>       | <b>50.0%</b> | <b>31.5%</b> | <b>22.8%</b>       | <b>53.7%</b> | <b>23.5%</b> | <b>68.5%</b> | <b>76.5%</b> | <b>8.1%</b> |

District Math IAB 2019 T1 Δ 2020 T1 Comparison

|                    | 2019 1st Trimester |              |              | 2020 1st Trimester |              |              | 19-T1        | 20-T1        | Change      |
|--------------------|--------------------|--------------|--------------|--------------------|--------------|--------------|--------------|--------------|-------------|
|                    | Above              | Near         | Below        | Above              | Near         | Below        | A-N          | A-N          | Δ           |
| 6th Grade Math IAB |                    |              |              |                    |              |              |              |              |             |
| <b>Math Total</b>  | <b>10.9%</b>       | <b>39.7%</b> | <b>49.5%</b> | <b>16.8%</b>       | <b>40.6%</b> | <b>42.5%</b> | <b>50.5%</b> | <b>57.5%</b> | <b>6.9%</b> |

District ELA IAB 2019 T1 Δ 2020 T1 Comparison

|                   | 2019 1st Trimester |              |              | 2020 1st Trimester |              |              | 19-T1        | 20-T1        | Change      |
|-------------------|--------------------|--------------|--------------|--------------------|--------------|--------------|--------------|--------------|-------------|
|                   | Above              | Near         | Below        | Above              | Near         | Below        | A-N          | A-N          | Δ           |
| 7th Grade ELA IAB |                    |              |              |                    |              |              |              |              |             |
| <b>ELA Total</b>  | <b>13.9%</b>       | <b>59.0%</b> | <b>27.1%</b> | <b>17.8%</b>       | <b>61.7%</b> | <b>20.4%</b> | <b>72.9%</b> | <b>79.6%</b> | <b>6.7%</b> |

District Math IAB 2019 T1 Δ 2020 T1 Comparison

|                    | 2019 1st Trimester |              |              | 2020 1st Trimester |              |              | 19-T1        | 20-T1        | Change      |
|--------------------|--------------------|--------------|--------------|--------------------|--------------|--------------|--------------|--------------|-------------|
|                    | Above              | Near         | Below        | Above              | Near         | Below        | A-N          | A-N          | Δ           |
| 7th Grade Math IAB |                    |              |              |                    |              |              |              |              |             |
| <b>Math Total</b>  | <b>18.6%</b>       | <b>51.1%</b> | <b>30.3%</b> | <b>19.4%</b>       | <b>53.2%</b> | <b>27.4%</b> | <b>69.7%</b> | <b>72.6%</b> | <b>3.0%</b> |

District ELA IAB 2019 T1 Δ 2020 T1 Comparison

|                   | 2019 1st Trimester |              |              | 2020 1st Trimester |              |              | 19-T1        | 20-T1        | Change      |
|-------------------|--------------------|--------------|--------------|--------------------|--------------|--------------|--------------|--------------|-------------|
|                   | Above              | Near         | Below        | Above              | Near         | Below        | A-N          | A-N          | Δ           |
| 8th Grade ELA IAB |                    |              |              |                    |              |              |              |              |             |
| <b>ELA Total</b>  | <b>18.3%</b>       | <b>50.7%</b> | <b>31.0%</b> | <b>16.9%</b>       | <b>57.8%</b> | <b>25.3%</b> | <b>69.0%</b> | <b>74.7%</b> | <b>5.7%</b> |

District Math IAB 2019 T1 Δ 2020 T1 Comparison

|                    | 2019 1st Trimester |              |              | 2020 1st Trimester |              |              | 19-T1        | 20-T1        | Change       |
|--------------------|--------------------|--------------|--------------|--------------------|--------------|--------------|--------------|--------------|--------------|
|                    | Above              | Near         | Below        | Above              | Near         | Below        | A-N          | A-N          | Δ            |
| 8th Grade Math IAB |                    |              |              |                    |              |              |              |              |              |
| <b>Math Total</b>  | <b>25.0%</b>       | <b>44.5%</b> | <b>30.5%</b> | <b>17.3%</b>       | <b>50.3%</b> | <b>32.4%</b> | <b>69.5%</b> | <b>67.6%</b> | <b>-1.9%</b> |

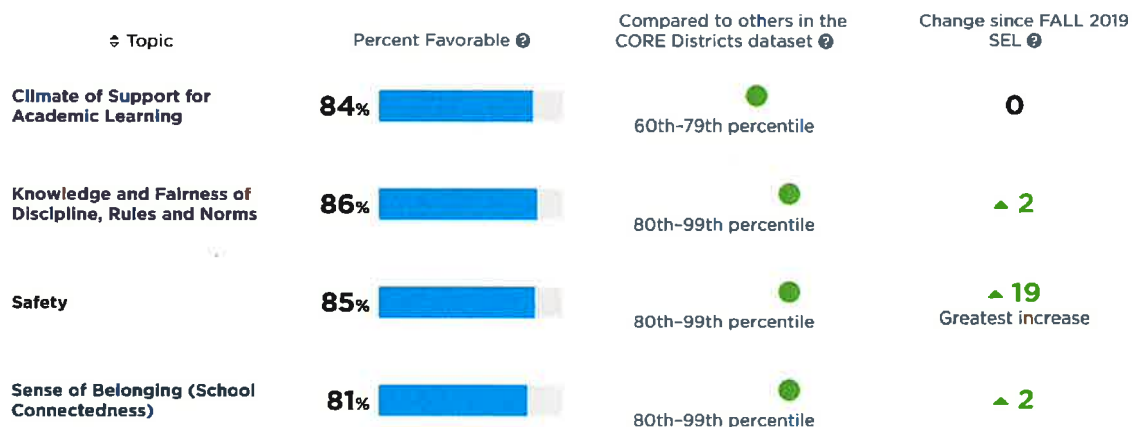
Dr. Pierce shared next steps include:

- Continue to learn from the data, apply learning to curriculum and instructional planning
- Design intervention systems to improve student learning in literacy and mathematics
- Intervention supplemental materials
- iReady Reading and Math Instruction
- Professional learning
  - Consulting for Assessment Alignment
  - Cognitive Guided Instruction (CGI)

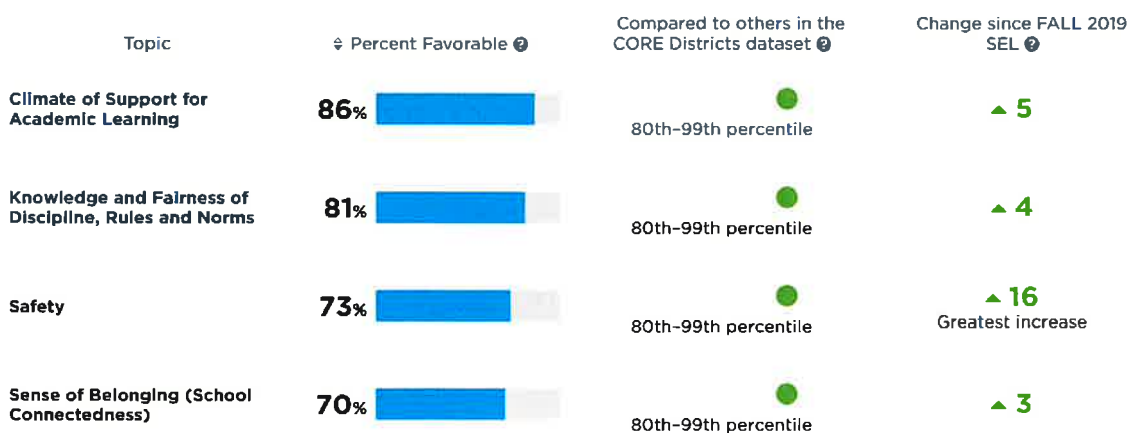
Mr. Olander shared the District began administering the Panorama Student surveys last year. He noted the surveys are broken down by grade span, 4-5<sup>th</sup> grade and 6-8 grade with each grade span taking two (2) surveys, “climate and culture” and “social emotional learning.” Mr. Olander noted each survey contained about 15-20 questions and addressed four (4) topics. He provided an overview of results by grade level and topic. Mr. Olander noted the greatest increase (19 percentage points in grades 4 and 5; and 16 percentage points in grades 6-8) was in the area of safety.

## Panorama Fall Survey

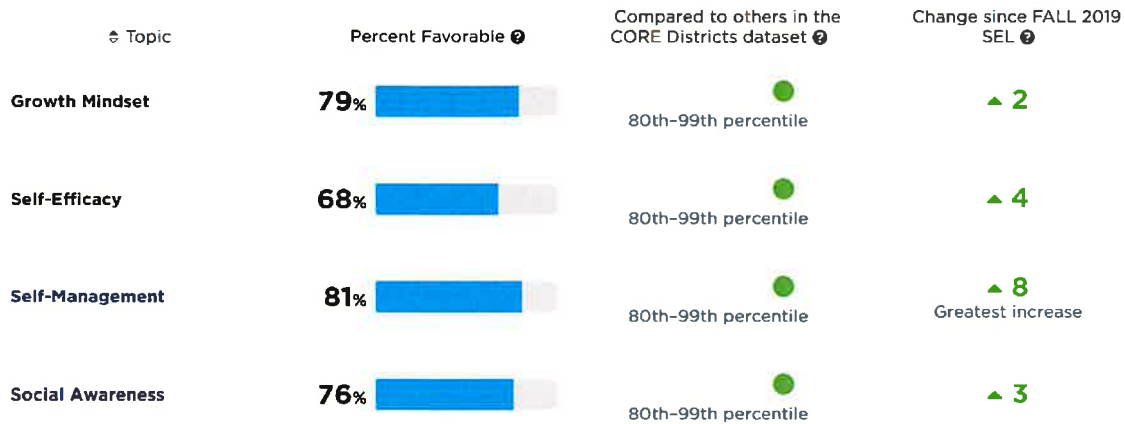
### Grades 4<sup>th</sup> & 5<sup>th</sup>: Climate and Culture



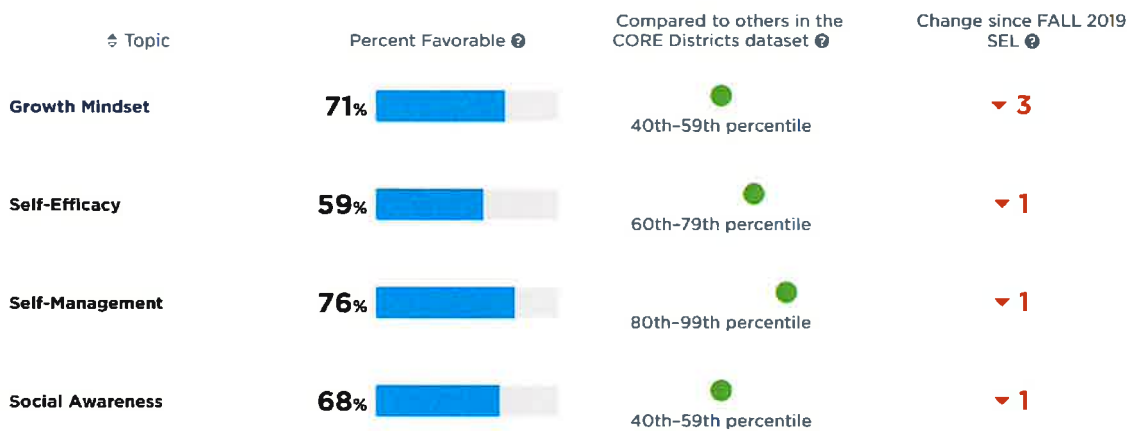
### Grades 6<sup>th</sup> - 8<sup>th</sup>: Climate and Culture



### Grades 4<sup>th</sup> & 5<sup>th</sup>: Social Emotional Learning



### Grades 6<sup>th</sup> - 8<sup>th</sup>: Social Emotional Learning



Dr. Pierce shared next steps include:

**Tier I Support**

- Implementation of Second Step curriculum
- Implementation of a school-wide PBIS system

**Beyond Tier I Support**

- Counselors use this data to identify individual student needs and determine individualized support
- Referrals to counselors

Member Burns inquired on obtaining San Diego County comparisons, as he thought a national comparison is somewhat skewed. Dr. Pierce shared not many San Diego County schools administer this survey but would follow up with the County Office of Education. Member Burns inquired on the administration of the survey to at-risk students. Dr. Pierce shared the survey was administered throughout the District with over 90% student participation. The Board expressed their appreciation to Dr. Pierce, Mr. Montler, and Mr. Olander for the presentation.

**C. PUBLIC COMMUNICATION**

President Ryan explained that given the current circumstances with COVID-19, the public was given the opportunity so submit comments online or by phone prior to the meeting. There was no communication from the public.

**D. CONSENT ITEMS**

President Ryan shared comments from the public were requested in advance and there were no public comments on consent items.

- 1.1. Approval of Minutes
- 2.1. Approval/Ratification of Travel Requests
- 2.2. Approval/Ratification of Expenditure Warrants
- 2.3. Approval/Ratification of Purchase Orders
- 2.4. Approval/Ratification of Revolving Cash Report
- 2.5. Acceptance of Donations, Grants, and Bequests
- 2.6. Approval/Ratification of General Services Agreements
- 2.7. Approval of Agreements for Mileage Reimbursement In Lieu of District Transportation
- 2.8. Approval/Ratification of Expenditure Transactions Charged to District Issued Purchasing Cards (P-Cards)
- 2.9. Authorization to Sell/Dispose of Surplus Items
- 2.10. Acceptance of 2019-20 Audit Report
- 2.11. Approval of Second Addendum to Financial Advisory Services Agreement with DS&C For Additional Services Related to Coordinating Activities of the Independent Citizens Oversight Committee
- 2.12. Renewal of Terms for Members of the Independent Citizens Oversight Committee
- 3.1. Approval of School Accountability Report Cards for the 2019-2020 School Year
- 3.2. Annual Approval of School Plans for Student Achievement
- 4.1. Personnel, Regular
- 4.2. Approval to Submit Education for Homeless Children and Youth Consortium Grant Application
- 4.3. Ratification of Side Letter between Santee School District and California School Employees Association (CSEA) and its Chapter #557
- 4.4. Ratification of Side Letter between Santee School District and Santee Teachers Association

Member El-Hajj moved approval. Member Burns alluded to Item 2.10. Acceptance of 2019-20 Audit Report, and expressed his appreciation to Karl Christensen, Assistant Superintendent of Business Services and the Business Services staff, for having an audit with no findings for the third consecutive year.

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

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

**Superintendent**

- 1.1. 2020-21 School Reopening Update  
Superintendent Baranski explained the District has been working on the integration of cohorts and shared everyone has done an exceptional job in getting students in class and providing long-term distance learning. But noted the District's goal has always been to integrate cohorts and return students to "full-day" instruction safely and as soon as possible. She explained at the last meeting, the Board discussed establishing criteria, instead of a target date. Superintendent Baranski shared the proposed criteria for Board discussion and/or action.



## Proposed Local Criteria for Cohort Integration 1.19.2021

- Santee Zip Code (92071) case rate is less than or equal to 7.0 for three consecutive weeks
- Santee School District “case rate” is also less than or equal to 7.0 for three consecutive weeks
- All schools have remained open for in-person learning for the past three weeks
- Vaccinations for all staff have been available for three weeks

*District will need a two-week notice to move from current hybrid to cohort integration.*

She explained the Santee zip code data can be easily obtained at the County website, which is currently at 70.4. Superintendent Baranski shared that in addition to the 92071, Santee School District also has children that live and attend school (Pepper Drive) in a different zip code. She noted the District created a similar tracking database like the County’s, including the Pepper Drive area for comparison purposes. Superintendent Baranski shared this information was tracked last week and the data shows the District “case rate” is 73.02. She noted the criteria for the District’s “case rate” includes all staff and students, including those on distance learning, and at the District Office; and explained this is different than the current Dashboard that only has staff and students on campus, and District Office staff. Superintendent Baranski explained that after the Thanksgiving break there was a surge of cases which is why one of the criteria was that the schools remain open for three weeks and moving towards a positive trend. In addition to the availability of vaccinations for staff. She shared vaccinations are in the process for the first tiers. Superintendent Baranski explained obtaining appointments has been challenging and noted some health office staff with appointments had been turned away. She shared it could be as early as February for the vaccine to be available for educators. Superintendent Baranski noted all of the proposed criteria would have to be met in order to move forward with the integration of the cohorts. She added the District required a two-week notice to prepare and for parent notification. Superintendent Baranski noted whatever criteria is established it will help the District and parents track three-week trends. She reiterated the current data shows the District is not ready for cohort integration.

Member Levens-Craig asked if vaccines would be made available for all educational staff, including classified personnel and substitutes (i.e., custodians, bus drivers, etc.). Superintendent Baranski shared all educational staff was included in the same tier, including substitutes. Member Burns noted a separate tier should be established for districts on distance learning, who do not have students on campus, and give those with students on campus priority.

Member Burns asked for clarification on the timeline. Superintendent Baranski explained trends would be monitored for three weeks. If at the third week, trends remain steady then the Board could meet to discuss cohort integration in two weeks. The Board expressed their concern of the proposed criteria and noted it would take too long for cohort integration to happen.

Member Fox asked if the availability of the vaccine to staff referred to the first and/or second dose. Superintendent Baranski noted it was for the first dose.



Member Levens-Craig expressed her appreciation for the development of the criteria and that it took staff and student safety, and logistics, into account and that the District is being proactive and smart.

Member Burns noted the District should be planning and working with staff now, in anticipation of cohort integration, to help minimize the two-week window. He shared concerns with inconsistency for students if the trends change and the District falls out of the criteria and students have to go back to hybrid. Superintendent Baranski explained the District, school, and cohort closure criteria would remain the same.

Superintendent Baranski addressed Member Burns' concern and explained the District has logistics already to set in place (i.e. transportation, child nutrition, etc.) for cohort integration. But, noted concerns with Project SAFE and not providing parents ample time for registration. Member Burns shared his support of full-day return, when it is safe to do so, and added once it is safe to integrate cohorts the process should be done quickly. Member Burns asked if the Project SAFE could follow-up with parents now on interest. Superintendent Baranski explained Project SAFE needs may be based on when the cohorts are integrated, and interest may vary. Member Burns asked if consideration would be given to opening some schools, if the cases vary with the District. Upon discussion, Board members agreed of the inequity and did not support opening only some schools for "full-day" return.

Member Levens-Craig inquired on the funding incentives for schools to open for in-person learning of grades TK-2 by February 15; and asked if the District had considered cohort integration of lower grades. Mr. Christensen explained the funding was for re-opening, and not the type of reopening. He shared the District was would receive some funding because it is already "open."

Member El-Hajj shared appreciating the discussion and agreed the criteria is good, but disliked the proposed timeline. Member Burns suggested that once the District's case rate reaches 7.0, then the timeline begins and Project SAFE can begin registration. He added parents would be able to follow the trends based on the District Dashboard. Member Burns noted the importance of communicating to parents. President Ryan noted the return timeline was too long and it would take away time students should be receiving in-person instruction. She reiterated the importance of following the guidelines of wearing masks, social distancing, and washing hands while in the workplace. But, added that social media posts show protocols are not being followed outside of work. Member Fox noted that even after being vaccinated, protocols still need to be followed. President Ryan shared that hospitalizations are lower in children than adults; and noted the importance of students being back in the classroom. She added there are likely more absences due to the flu.

Upon discussion, the Board agreed to bring the item back to the next meeting to allow for feedback.

Member Burns suggested the Board begin the discussion on providing funding to address student social and emotional needs as they transition back to "full day." He noted the need to make this a positive experience for students. President Ryan noted it would be nice to celebrate the students return in a special way; and agreed the schools would need a lot of support for a lot of the students in terms of social emotional needs. The Board asked the Superintendent begin discussion with Site Administration on support.

**1.2. Board of Education's Legislative Goals for 2021**

Superintendent Baranski presented the proposed Legislative Goals for 2021 for Board consideration and approval. Upon discussion, Member Levens-Craig moved approval.

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

**Business Services**

**2.1. Approval of Monthly Financial Report**

Karl Christensen, Assistant Superintendent of Business Services, reported the monthly financial report was for cash and budget revision transactions posted through November 30, 2020; and shared the District ended the month with a cash balance in the General Fund of approximately \$13,006,702. Mr. Christensen noted the decline in the Projected Reserve Percentage; and shared the Projected Reserve Percentages in 2021-22 and 2022-23. Member Burns moved approval.

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

**2.2. Governor's Budget Proposal for 2021-22**

Karl Christensen, Assistant Superintendent of Business Services, shared the Governor released his plan for the 2021-22 State budget and provided a brief overview of key components of the Governor's plan. He explained more information would be shared at the Budget Workshop in March.

**Summary of 2021-22 Governor's January Budget Proposal**

• **The Economy**

| Measure                       | Level    | 2019  | 2020   | 2021   | 2022  |
|-------------------------------|----------|-------|--------|--------|-------|
| <b>Real GDP Growth</b>        | National | 2.20% | -3.60% | 3.10%  | 2.50% |
| <b>Unemployment Rate</b>      | National | 3.70% | 8.10%  | 5.70%  | 4.70% |
|                               | State    | 4.10% | 10.30% | 8.50%  | 7.80% |
| <b>Personal Income Growth</b> | National | 3.92% | 5.82%  | -1.36% | 3.55% |
|                               | State    | 4.65% | 4.94%  | -4.60% | 2.01% |
| <b>Inflation (CPI)</b>        | National | 1.80% | 1.20%  | 1.90%  | 2.50% |
|                               | State    | 3.00% | 1.70%  | 2.80%  | 3.20% |

• **State Revenues**

| Item                              | Source              | 2019-20 | 2020-21 | 2021-22 |
|-----------------------------------|---------------------|---------|---------|---------|
| <b>State General Fund Revenue</b> | 2020-21 Budget Act  | \$137.6 | \$137.7 | \$129.3 |
|                                   | January Proposal    | \$140.6 | \$162.7 | \$158.4 |
|                                   | Difference          | \$3.0   | \$25.0  | \$29.1  |
|                                   | % Difference        | 2.18%   | 18.17%  | 22.50%  |
|                                   | % Yr Over Yr Change | N/A     | 15.73%  | -2.69%  |
| <b>Proposition 98 Calculation</b> | 2020-21 Budget Act  | \$77.4  | \$70.5  | N/A     |
|                                   | January Proposal    | \$79.5  | \$82.8  | \$85.8  |
|                                   | Difference          | \$2.10  | \$12.30 | N/A     |
|                                   | % Difference        | 2.71%   | 17.45%  | N/A     |
|                                   | % Yr Over Yr Change |         | 4.15%   | 3.62%   |

←(In Billions)→

○ **Capital Gains Revenue as a Percent of General Fund Tax Revenues:**

| 2009  | 2010  | 2011  | 2012  | 2013  | 2014   | 2015  | 2016   | 2017   | 2018   | 2019   | 2020   | 2021   |
|-------|-------|-------|-------|-------|--------|-------|--------|--------|--------|--------|--------|--------|
| 3.40% | 4.90% | 7.10% | 9.80% | 8.50% | 10.10% | 9.90% | 10.00% | 10.70% | 10.80% | 11.40% | 11.30% | 11.30% |

- **Proposition 98**
  - Guarantee Calculation: Test 1 = \$85.8 billion; all-time highest, PLUS \$2.3 billion one-time supplemental
  - Distribution to K-12:
    - \$3 billion to Public School System Stabilization Account; \$747 million for 2020-21 and \$2.2 billion in 2021-22
      - Difference between Test 1 level and prior year level adjusted for growth and inflation up to maximum of capital gains revenue in excess of 8% of total revenues
    - \$2 billion to LCFF; funds 3.84% COLA; compounded amount of 2020-21 COLA not funded (2.31%) and 2021-22 estimated COLA of 1.5%
    - \$2 billion one-time funds for In-Person Instruction Grants
      - Continue or begin offering in-person instruction to TK-2 students with disabilities, foster youth, homeless youth, and students without access to technology or high-speed Internet by Feb 16<sup>th</sup> and all 3<sup>rd</sup>-6<sup>th</sup> grade students by March 15
      - \$450 to >\$700 per student depending on Unduplicated Pupil Count
    - Funds may be used for
      - Enhancing and expanding COVID-19 testing
      - Purchasing PPE
      - Improving ventilation and safety of indoor and outdoor learning spaces
      - Teacher or classified staff salaries for those providing and supporting in-person instruction
      - Social and mental health support services provided in conjunction with in-person instruction
    - \$4.6 billion one-time funds to address learning loss related to the pandemic by targeting interventions focused on Unduplicated Pupil Count students, including an extended school year or summer school
    - \$7.3 billion one-time to pay off a portion of the deferrals leaving a balance of \$3.7 billion
    - \$438.3 million for various professional development and teacher preparation programs supplemented by \$107 million of non-Prop 98 funds
    - \$305.5 million for Special Education early intervention grants, professional learning networks, and a study to examine certification and oversight of non-public school placements
    - \$264.9 million to expand existing networks of community schools and establish new ones
    - \$250 million one-time funds to provide grants to LEAs that offer early access to TK plus \$50 million to support the preparation of TK teachers
    - \$25 million on-going funds for innovative partnerships with county behavioral health to support student mental health services
    - 1.50% COLA for categorical programs outside the LCFF
- **Other Provisions:**
  - All criteria invoking CAP on reserves met in 2021-22, thereby requiring no more than 10% assigned and unassigned fund balance in 2022-23:

| Factor  | Criteria  | Current/ Expected Condition                            | 2021-22    |
|---|---|--|------------|
| <b>Prop 98 Maintenance Factor</b>                     | \$0 balance   | Maintenance Factor expected to be paid off             | <b>Met</b> |
| <b>Prop 98 Funding Test</b>                           | Test 1 (~=39% of State revenues plus prop taxes)                    | Test 1   | <b>Met</b> |
| <b>Prop 98 Funding Amount</b>                         | Sufficient for enrollment growth and COLA                           | Prop 98 funding significantly exceeds minimum criteria | <b>Met</b> |
| <b>Capital Gains Taxes</b>                            | >8% of State Revenues   | 11.3% estimate   | <b>Met</b> |
| <b>Balance of Public School Stabilization Account</b> | >=3% of K-12 share of Prop 98 Guarantee (\$2.3B threshold in 21-22) | \$3 billion  | <b>Met</b> |

- **CSBA Analysis – “The Good and the Bad”**

The Good

- 2/3 of deferrals (\$9.2 billion) were restored
- 3.84 percent COLA
- Employer pension contribution rates temporarily reduced
  - CalSTRS from 18.1 percent to 15.9 percent
  - CalPERS from 24.9 percent to 23 percent
- \$4.86 billion to address learning loss
- \$315.3 million for teacher development

- \$305.5 million in new special funding

#### The Bad

- 1/3 of deferrals remain
- The return of state-directed categorical programs
- No funding for broadband access

The following are some key message points your district can use to explain the budget to your community:

- Gov. Newsom's 2021–22 budget proposal reflects his desire to expedite the return to in-person instruction statewide. The terms of the proposal, however, are inadequate to produce that result.
  - Despite tax revenues that exceeded expectations and the unveiling of the Safe Schools for All Plan, many students are unlikely to return to on-campus instruction this spring.
  - The timeline of the Safe School for All application process leaves little time to gather community input, negotiate with bargaining units, acquire PPE, upgrade HVAC systems, recruit staff, organize logistics and to perform public health functions.
  - Not paying off all deferrals allows the administration to use unrealized cuts to the Prop 98 guarantee for other projects. No one should consider this an increase — it is a bit like docking someone's pay, restoring the wages you withheld and then calling it a raise.
  - Prop 98 funds should be protected for K-12 education. Yet, the budget proposal asks schools to perform critical public health functions — that are outside their scope of expertise — and pay for them with Prop 98 dollars. If schools are performing public health functions, those operations should be paid for from the public health portion of the budget.
  - The proposal does emphasize education by restoring two-thirds of the deferrals that schools were facing and, partly because of CSBA's aggressive advocacy, a 3.84 percent COLA.
  - The \$5 billion in grants for learning loss and professional development sounds like significant revenue until you consider that these funds are needed by every single LEA in the state and that the impact of the pandemic on student learning and social and emotional health will be with us for many years.
  - The Safe Schools for All program is really a misnomer because not all schools are poised to take advantage. A much more comprehensive program is needed to facilitate on-campus instruction throughout California.
  - The administration should provide the funding for districts of all types to return to on-campus instruction when it is safe to do and, in the meantime, offer additional resources to improve distance learning and mitigate learning loss. For this reason, it was disheartening to see that the budget proposal did not include money for broadband access or digital equity purposes.
- **Federal Stimulus Funds**
    - \$900 billion Response and Relief Package
      - \$82 billion for education
        - \$54 billion for K-12 schools allocated based on Title 1; California's portion ~\$6.8 billion (ESSER)
        - \$22 billion for Higher Education
        - \$4 billion for Governor's Education Emergency Relief Funds (GEER)
      - Estimate for Santee = \$2,082,904
      - Allowable uses:
        - Anything permitted under other major Federal Programs
        - EXISTING:
          - Coordinating response efforts of LEAs with other public health departments and agencies to improve coordination of pandemic response
          - Providing principals and site leaders with resources necessary to address the needs of their schools
          - Activities to address the unique needs of marginalized or disadvantaged student sub-populations, including outreach and service delivery efforts
          - Developing and implementing processes and systems to improve pandemic response efforts of LEAs
          - Training for LEA staff regarding sanitization and minimizing the transmission of infection
          - Purchasing cleaning and sanitizing supplies for all facilities operated by an LEA

- Planning and implementing activities during long-term closures, including providing meals to students, providing technology for online learning, providing ongoing guidance to meet the requirements of IDEA, and ensuring educational services are provided consistent with all state, local, and federal requirements
- Purchasing educational technology for students served by the LEA
- Providing mental health services and supports
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing instruction (online or in-person) during the summer months
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing LEA staff
- NEW:
  - Addressing learning loss among students by:
    - Administering and using high quality assessments to assess students' academic progress and assist educators in meeting students' academic needs (including by differentiating instruction)
    - Implementing evidence-based activities to meet the needs of students
    - Providing information and help to parents and families on how to support students during distance education
    - Tracking student attendance and improving student engagement during distance education
  - School facility repairs / improvements that help reduce risk of virus transmission and exposure to other environmental health hazards
  - Inspection, testing, maintenance, repair, and replacement projects to improve the indoor air quality of school facilities

**Human Resource/Pupil Services**

**3.1. Approval/Ratification of Resolution No. 2021-17 to Eliminate Classified Non-Management Positions**

Tim Larson, Assistant Superintendent of Human Resources, presented Resolution No. 2021-17 to Eliminate Classified Non-Management positions. He explained these are eliminations were due to the COVID-19 pandemic and decreased student enrollment.

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

**F. BOARD POLICIES AND BYLAWS**

President Ryan explained item F.1.1. were second readings of Board Bylaws 9010 (Public Statements); 9100 (Organization); and 9110 (Number of Members and Terms of Office); and item F.1.2. were first readings. Member Levens-Craig moved approval of item F.1.1.

**1.1. Second Readings of Board Bylaws (BB):**

- **BB 9121 – President**
- **BB 9123 – Clerk**
- **BB 9130 – Board Committees**

**1.2. First Readings of Board Bylaws (BB):**

- **BB 9140 – Board Representatives**
- **BB 9220 – Governing Board Elections**
- **BB 9222 – Resignation**

**G. EMPLOYEE ASSOCIATION COMMUNICATION**

Melanie Hirahara, Santee Teachers Association President, expressed appreciation for the Board's discussion and decision to bring the item back for further dialogue and added hopes to discuss during EERC. Mrs. Hirahara shared the development of an STA COVID communication committee to help with communication amongst teacher throughout the District. She noted the committee consists of a representative from each site and as issues are brought forward, the committee works to communicate with the school sites, EERC, or through her communication. Mrs. Hirahara noted being proud the District is one of the only districts providing in-person instruction, in a AM/PM model, on a daily basis. She shared that in order for this to happen,

teachers are designing and implementing learning experiences that make the most of each minute spent with students ensuring students are still receiving quality education. The Distance Learning teachers are doing a fabulous job meeting the students' needs in their challenging setting. Teachers are taking the necessary steps, in their personal and professional lives, to avoid spreading COVID and are looking for the County conditions to improve to be able to have all the students back and able to provide more than 2:45 of instruction. Mrs. Hirahara shared one of the issues brought forth to the COVID Communication Committee, was that some of the positions (i.e., custodial, substitutes, aides, etc.) had not been able to be filled and the challenge in trying to meet the needs for reopening when those positions remain unfilled. She noted teacher struggles include catching students up when they are in quarantine; student participation if their class is not on distance learning; and a lot of parents are choosing to keep their students home this month because of high case rates. Mrs. Hirahara noted that the Superintendent is working tirelessly to get staff access to the COVID vaccination.

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

Superintendent Baranski provided a modernization projects update. She shared the winter edition of Santee Magazine featured the projects and noted the buildings are scheduled to be ready very soon. Superintendent Baranski shared it was rumored that the PRIDE Academy and Sycamore Canyon construction superintendents are in competition as to who finishes first. Superintendent Baranski shared looking forward to holding the building dedication discussion. Timeline for student occupancy should be after spring break.

Member Levens-Craig shared the DAC meeting relayed great information and attendees seemed very engaged. She commended Mimi McGinty, Director of Special Education, for catching up on IEPs. Member Levens-Craig shared using social media to help PRIDE Academy with obtaining contributions for their pantry and learning they were already receiving contributions. She shared enjoyed reading for students at Pepper Drive; and expressed her gratitude towards Susie Reyes, this now has her recording reading books for her grandchildren and thanked Susie Reyes, Instructional Media Technician at Pepper Drive, for the idea.

Member El-Hajj shared that during the Wellness Committee discussion was held on the removal of the plexiglass from the students' desks. Superintendent Baranski shared holding a discussion with the Principals, and Executive Council, and it was decided that the plexiglass would not be removed from the desks. She shared it was an effort to install them and removal could cause damage; and that the District communicated that plexiglass was installed and it would be an astronomical reverse on that to take them down; and the increased perception of safety with the plexiglass on the desks. Member El-Hajj noted some of concerns brought forth, and she observed during visits, was streaking from the aerosol; and added that since then, the State has decided to discontinue the use of the aerosol. Mr. Christensen explained the Clorox360 takes the chemical and brakes-it down into very fine particles that surrounds the items to disinfect. Member El-Hajj also noted the recommendation is now four (4) feet, instead of six (6) feet in distance. Superintendent Baranski shared holding discussion on the new CalOSHA recommendation and the District was working on meeting the new regulation. She explained the challenge of having 26 students in a room and having desks four feet apart; and having to find another learning space for them. Superintendent Baranski noted it seems once the District has a plan in place, the requirements change. Member Fox asked if the classrooms continued to be set-up to accommodate full-day return. Superintendent Baranski shared the classrooms are set-up with 24-25 in the lower grades, and 28-30 in the upper grades. She shared that during a visit at Carlton Hills, they noticed a classroom set-up for 28 students looked very tight and desks were not set-up four (4) feet apart.

Member Fox noted he and Member El-Hajj would continue with their classroom visits in the upcoming weeks. He reiterated President Ryan's prior comment about following protocols at work, but also following them outside of work.

Member Burns shared visiting Carlton Hills, Carlton Oaks, and PRIDE Academy and seeing great instructional practices. He noted that when times are challenging, our staff uses their creativity to overcome. He shared that at Carlton Hills they fixed an issue with the plexiglass very creatively (blue tape on the corners); and in a Kindergarten class, they added foam figures on the plexiglass. Member Burns noted that in a junior high classroom, students were picking up desks

and adjusting them so they could safely collaborate in the classroom. He expressed his gratitude to the staff for their creativity. Member Burns encouraged the Board begin discussion of learning loss.

President Ryan noted a high degree of learning loss is anticipated and the Board could hold discussion as part of an upcoming meeting, or at a special workshop.

Member Burns noted speaking to a student about the plexiglass. She noted that when sitting in a certain position, her view is very distorted because she has to look through her plexiglass, and the two others on the desks in front of her. Member Burns shared the view is very distorted, but the students are learning ways to work around the issues.

**I. CLOSED SESSION**

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

1. **Conference with Labor Negotiator** (Gov't. Code § 54956.8)  
*Purpose:* Negotiations  
*Agency Negotiators:* Tim Larson, Assistant Superintendent  
*Employee Organizations:* Santee Teachers Association (STA); and  
Classified School Employees Association (CSEA)
2. **Public Employee Performance Evaluation** (Gov't. Code § 54957)  
*Superintendent*

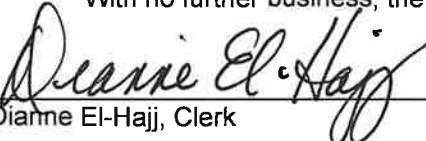
The Board entered closed session at 9:13 p.m.

**J. RECONVENE TO OPEN SESSION**

The Board reconvened to public session at 10:23 p.m. and reported no action had been taken.

**K. ADJOURNMENT**

With no further business, the regular meeting of January 19, 2021 was adjourned at 10:23 p.m.

  
Dianne El-Hajj, Clerk

  
Dr. Kristin Baranski, Secretary