

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

January 21, 2020
MINUTES

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

A. OPENING PROCEDURES

1. Call to Order and Welcome

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

Members present:

Dustin Burns, President
Barbara Ryan, Vice President

Elana Levens-Craig, Clerk
Dianne El-Hajj, Member
Ken Fox, 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
Lisa Arreola, Executive Assistant and Recording Secretary

2. District Mission

President Burns invited the audience to recite the District Mission.

3. Pledge of Allegiance

President Burns invited Karen Fleck, Santee School District Foundation Treasurer, to lead the members, staff, and audience in the Pledge of Allegiance.

4. Approval of Agenda

President Burns presented the agenda for approval. He shared Item F.1.3. Second Reading: Revised Board Policy 3350, Travel Expenses was being pulled from the agenda. Member Ryan moved approval.

Motion: Ryan

Second: Fox

Vote: 5-0

Burns Aye

Ryan Aye

Levens-Craig Aye

El-Hajj Aye

Fox Aye

B. REPORTS AND PRESENTATIONS

1. Superintendent's Report

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

2. Spotlight on Education: Pepper Drive School

Superintendent Baranski invited Pepper Drive staff to spotlight their school. Ted Hooks, Principal, expressed his gratitude for being invited to share Pepper Drive's 2019-20 story. He welcomed the members of the Pepper Drive Tiger family who were present and introduced his presentation teammates, Vice Principal Karen Hohimer and Counselor Ed Gigliotti.

Vice Principal Hohimer shared, their theme was about setting and achieving goals that focus on increasing academic achievement, safety, and school connectedness. Principal Hooks explained Pepper Drive is in their second year of aligning their work under the

umbrella of Multi-Tiered Systems of Support (MTSS), which focuses on equity for all students. Counselor Gigliotti explained MTSS looks at supporting the whole child by addressing academics, behavior, and social emotional learning. In academics, specific goals were designed in English Language Arts and Mathematics. In behavior, Pepper Drive is focused on refining and reinforcing our PBIS expectations. Pepper Drive is in their second year of using the Second Step curriculum at all grade levels to support social emotional learning.

Vice Principal Hohimer shared the importance of making sure their goals were carefully articulated. She noted their goals are based on data. Vice Principal Hohimer explained using student achievement data, climate survey data, behavior trend data, and more to ensure understanding of where they are currently and where they need to go. Principal Hooks explained that once their goal areas were decided, they committed to providing opportunities for professional learning and aligning their informal walkthrough "look-fors" to maintain a balance of support and accountability. He noted their focus area in English Language Arts is deepening the use of academic vocabulary and accountable talk to allow students to share deeper levels of understanding when speaking and writing. He explained their achievement data in ELA dropped last year, and there was a schoolwide concern that students had a better understanding of the content than the SBAC showed. Principal Hooks explained this was confirmed this year when they shifted to using the Interim Comprehensive Assessments (ICAs) in Trimester 1. Sure enough, students who showed day-to-day skills were falling short on the written component of the ICA. He noted the former interim assessment tool; and the Interim Assessment Blocks (IABs) did not offer this insight. Principal Hooks noted the good news was that their focus on Academic Vocabulary aligns to this need. With a broader range of words in their arsenal, students are using complex responses in their daily written work. To support them, teachers are completing deeper dives into the methodology of vocabulary acquisition such as GLAD techniques, the work of Robert Marzano, and the work of Silver, Dewing, and Perini, in their text The Core Six.

Vice Principal Hohimer, explained Pepper Drive's focus area in mathematics is on conceptual understanding of and communicating thinking about math. She noted data from last year indicated that their students showed relative strength in basic facts but falling short in deeper knowledge of mathematics and communicating their thinking about math. Trimester 1 ICA data provided the same insight. To support students in increasing their understanding and communication about it effectively, teachers are using Cognitively Guided Instruction (CGI) experiences such as counting collections and Math Talks, as well as carefully curating adoption-based practice that focuses on the concept before moving to instruction on specific algorithms to solve problems. The use of manipulatives and models is rising. She shared there is also an increase in writing and conversations about mathematical thinking. These are enriched by students increasing their domain specific academic vocabulary in math. This is seen as a strong connection between their ELA and math goals.

Principal Hooks noted that last year, Pepper Drive finished their first full year of using their TIGER Expectations across campus during our PBIS implementation. This year's focus is to continue to make these expectations the common language on campus. As you walk through campus these expectations are both seen and heard. The campus is blanketed in signage that shows the expectations in any given area. Teachers and staff take the time to explicitly teach these expectations each year and reinforce them with reminder lessons. Expectations are also supported through positive reinforcement activities such as lunch area points, monthly awards, and office "preferrals."

Counselor Gigliotti explained their focus on Social Emotional Learning at Pepper Drive is multifaceted, and this year's focus is to continue the implementation of the Second Step program across the entire campus. All students in grades K-5 have completed their Bullying Prevention Units. Pepper Drive is also seeing a decrease in the frequency of behaviors reported to the office centering on bullying and student relationships. He explained the focus of their Climate Committee came from this initiative; but has grown beyond the Second Step program. Counselor Gigliotti noted they have analyzed student and staff climate survey data, created several positive staff shout-out boards, and planned a comprehensive Great Kindness Challenge Week for the end of this month.

Pepper Drive will also begin a new schoolwide event modeled on PRIDE Academy's "families." Students in grades K-8 will combine once a trimester as Tiger Families in order to increase schoolwide community.

Principal Hooks shared Pepper Drive is holding themselves accountable for this work and have checked-in across campus. In ELA, teachers are seeing students using higher-level vocabulary in conversation and writing. He explained that seventh grade noted that, "Students word choice in written assignments and in discussions shows an increase in their academic vocabulary base and use of those words."

Vice Principal Hohimer shared that during math, they are observing more modeling and conversations about mathematical thinking. Third grade mentioned, "We're having deep discussions. Students are sharing how they have solved problems using multiple strategies."

Principal Hooks explained their behavior focus is paying off and noted the recent Panorama survey indicates that 88% of students know our expectations. Counselor Gigliotti noted that their Social Emotional focus is showing positive results as office referrals are decreasing; and students can identify the tools and techniques needed when facing the hard choices in social situations.

He shared that sometimes through hard work there are also unexpected positive results. He noted this year showed a marked increase in community participation at school events. Pepper Drive had the largest Fall Festival in over a decade, increased turnout at Family Literacy Night, and more involvement in PTA events, like movie night. Principal Hooks noted Pepper Drive, at their best, is the highest achieving neighborhood school where everyone is welcome. He expressed his gratitude for letting them share about this year's story of their hard work to grow and achieve.

President Burns shared Pepper Drive's PBIS was evident throughout the campus; and commended them for their efforts. The Board expressed their appreciation for their hard work.

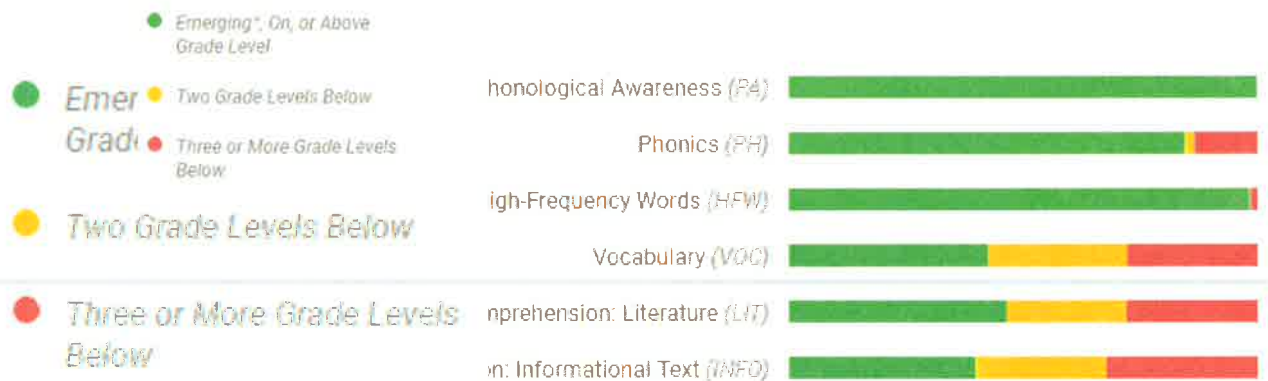
- 3. **2019-20 Trimester 1 District Assessment Results**
Superintendent Baranski and Bonner Montler, Director of Assessment and Learning support presented District assessment results for Trimester 1. The presentation included an overview of multiple assessment measures, how these results relate to the two District LCAP goals, and ongoing support for improving student learning.

Director Montler explained iReady Data, 3rd - 8th Grade Beginning of Year – Standard View and Placement by Domain.

Overall Placement



Placement By Domain



Superintendent Baranski shared the Benchmark Assessment Data, K-3 (BAS 1st Trimester Meets or Exceeds Standard) and noted an increase of 6.0% in Kindergarten, from 2018-19; and the decreases in grades 1-3.

	Kindergarten	1st Grade	2nd Grade	3rd Grade
2019	57.0%	60.1%	66.4%	66.7%
2018	51.0%	61.0%	66.9%	72.3%
2017	58.6%	59.7%	67.4%	76.3%
Difference 2018 to 2019	6.0%	-0.9%	-0.5%	-5.6%

Director Montler provided an overview of District SBAC Interim Assessment Block Data for grades 3-8. Data showed a 7.1% change in ELA and 1.2% change in Math for 3rd grade; -3.6% change in ELA and -7.7% change in Math for 4th grade; 1.9% change in ELA and 0.9% change in Math for 5th grade; -1.4% change in ELA and 2.5% change in Math for 6th grade; -5.6% change in ELA and -3.7% change in Math for 7th grade; and -5.6% change in ELA and 2.7% change in Math for 8th grade.

SBAC Interim Comprehensive Assessment results showed the following:

Overall Performance Level	Exceeded	Met	Nearly Met	Not Met
Grade 3 ELA - Interim Assessment (ICA)	16.5%	22.1%	25.9%	35.5%
Grade 3 Math - Interim Assessment (ICA)	7.0%	21.9%	32.5%	38.6%
Grade 4 ELA - Interim Assessment (ICA)	13.9%	24.7%	26.8%	34.6%
Grade 4 Math - Interim Assessment (ICA)	5.0%	18.6%	43.0%	33.5%
Grade 5 ELA - Interim Assessment (ICA)	14.6%	32.1%	26.5%	26.9%
Grade 5 Math - Interim Assessment (ICA)	5.0%	14.2%	38.3%	42.5%

Overall Performance Level	Exceeded	Met	Nearly Met	Not Met
Grade 6 ELA - Interim Assessment (ICA)	14.2%	31.0%	31.8%	23.0%
Overall Performance Level	Exceeded	Met	Nearly Met	Not Met
Grade 6 Math - Interim Assessment (ICA)	4.8%	14.3%	39.1%	41.8%
Overall Performance Level	Exceeded	Met	Nearly Met	Not Met
Grade 7 ELA - Interim Assessment (ICA)	11.4%	33.8%	21.4%	33.5%
Overall Performance Level	Exceeded	Met	Nearly Met	Not Met
Grade 7 Math - Interim Assessment (ICA)	7.7%	20.7%	34.3%	37.3%
Overall Performance Level	Exceeded	Met	Nearly Met	Not Met
Grade 8 ELA - Interim Assessment (ICA)	15.3%	38.9%	27.7%	18.1%
Overall Performance Level	Exceeded	Met	Nearly Met	Not Met
Grade 8 Math - Interim Assessment (ICA)	6.8%	17.1%	39.0%	37.1%

Superintendent Baranski explained 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
- Professional learning
 - Impact teams
 - Guided reading
 - Cognitive Guided Instruction (CGI)
 - Guided Language Acquisition Design (GLAD) Training

C. 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.

D. CONSENT ITEMS

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

Superintendent

- 1.1. Approval of Minutes
- 1.2. Adoption of Resolution No. 1920-14, 2020 U.S. Census
- 2.1. Approval/Ratification of Travel Requests
- 2.2. Approval/Ratification of Expenditure Warrants
- 2.3. Approval/Ratification of Purchase Orders
- 2.4. Approval/Ratification of Revolving Cash Report
- 2.5. Acceptance of Donations, Grants, and Bequests
- 2.6. Approval/Ratification of General Services Agreements
- 2.7. Approval/Ratification of Agreement for Mileage Reimbursement in Lieu of District Transportation
- 2.8. Approval/Ratification of Expenditure Transactions Charged to District Issued Purchasing Cards (P-Cards)
- 2.9. Approval of Uniform Complaint Quarterly Report Required by the Williams Settlement
- 2.10. Acceptance of 2018-19 Audit Report
- 2.11. Authorization to Sell/Dispose of Surplus Items
- 2.12. Approval of Agreement with School Services of California, Inc. to Facilitate Class Size Task Force
- 3.1. Approval of School Accountability Report Cards for the 2018-19 School Year
- 3.2. Annual Approval of School Plans for Student Achievement
- 3.3. Approval of Nonpublic School Master Contract with Community School of San Diego for Nonpublic School Services
- 3.4. Approval of 2020-2023 Student Teaching Agreement with Grand Canyon University
- 3.5. Approval of Memorandum of Understanding Between Santee School District's After School Education and Safety Program (ASES) and San Diego County Superintendent of Schools for Fiscal Year 2019-2020 – pulled for separate consideration

- 4.1. Personnel, Regular
- 4.2. Approval of Revised Coordinator, Health and Nursing Services Job Description
- 4.3. Adoption of Resolution No. 1920-15 to Eliminate a Classified Non-Management Position
- 4.4. Approval to Increase Work Hours for Identified Classified Non-Management Position(s)
- 4.5. Approval of Short-Term Services Agreement
- 4.6. Approval of Revised Director of Fiscal Services Job Description

Member Ryan pulled item 3.5. Approval of Memorandum of Understanding between Santee School District's After School Education and Safety Program (ASES) and San Diego County Superintendent of Schools for Fiscal Year 2019-2020. President Burns noted being employed by the San Diego County Office of Education and shared that although there was no conflict of interest, he would be abstaining from the vote. Member Fox moved approval.

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

- 3.5. Approval of Memorandum of Understanding Between Santee School District's After School Education and Safety Program (ASES) and San Diego County Superintendent of Schools for Fiscal Year 2019-2020

Member Ryan explained pulling the item to ask that Board items contain the fiscal impact. She moved approval.

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

E. DISCUSSION AND/OR ACTION ITEMS

Superintendent

- 1.1. Appointment of Director, Fiscal Services

Superintendent Baranski shared that over the years, the volume and complexity of fiscal services functions has increased dramatically. She explained more stringent Federal and State reporting requirements, tracking of actions and associated expenditures for the LCAP, and the transition to the more robust and complex PeopleSoft financial system, etc. Superintendent Baranski shared that in order for the District's executive team to focus its efforts on District-wide strategic direction and improvement initiatives, Administration recommended eliminating the Business Services Coordinator position, reinstating the Director, Fiscal Services position, and appointing Tory Long as Director as of February 1, 2020. Member Ryan moved approval. The Board commended Mrs. Long for her hard work. Mrs. Long expressed her gratitude for the appointment.

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

- 1.2. Parent Engagement Survey

Superintendent Baranski provided an overview of results from the parent engagement survey. She shared that to date, 685 parent responses were received. Superintendent Baranski explained the survey questions were developed to better understand community perception of 1) District expectations of student learning; 2) Communication to parents and the community; 3) Emotional and physical safety of students; and 4) Engagement of parents and families in the educational process. She noted this data would be used in the development of the LCAP. Survey results were as follows.

Q1: My child attends:

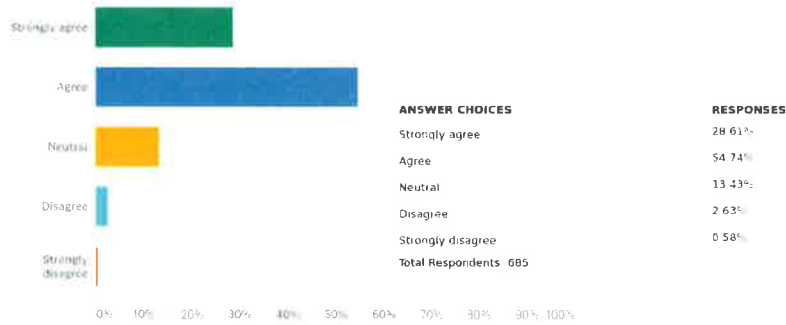
Answered: 685 Skipped: 0

ANSWER CHOICES	RESPONSES
Cajon Park School	12.55%
Carlton Hills School	12.26%
Carlton Oaks School	12.99%
Chet F. Harritt School	12.12%
Hill Creek School	11.68%
Pepper Drive School	8.61%
PRIDE Academy at Prospect Avenue School	8.76%
Rio Seco School	14.01%
Sycamore Canyon	9.49%
Alternative Home School	0.00%
Santee Success Program	0.00%
Total Respondents: 685	



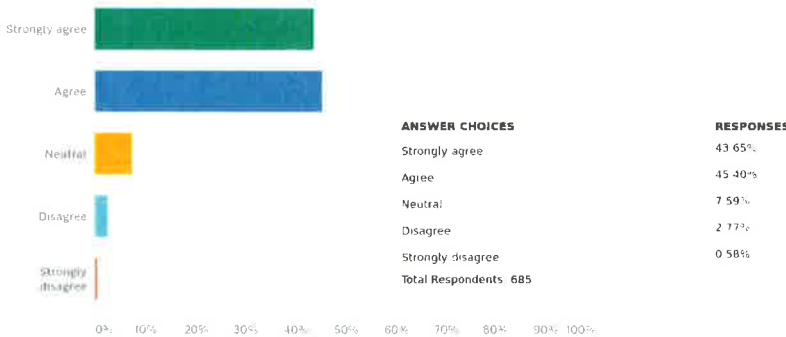
Q2: Santee School District sets high standards for academic performance.

Answered: 685 Skipped: 0



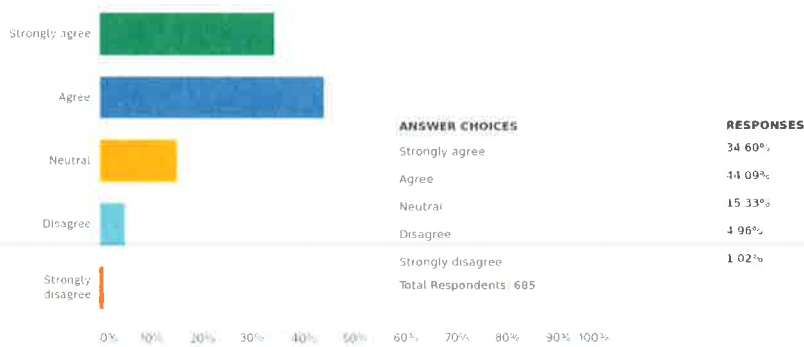
Q3: I have a clear understanding of the academic and behavior expectations for my child.

Answered: 685 Skipped: 0



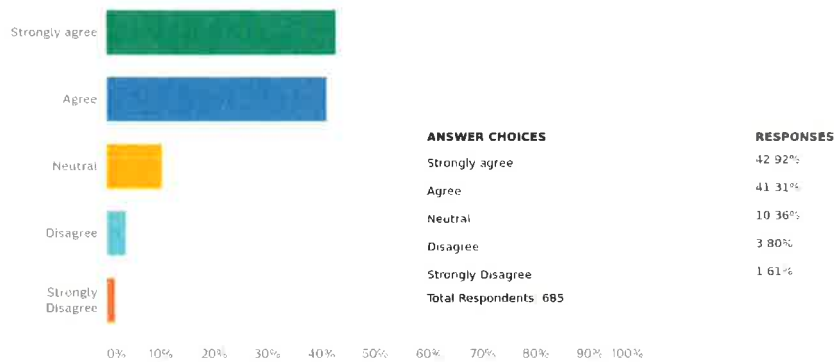
Q4: My child's school informs parents and the community about the school's goals and achievements.

Answered: 685 Skipped: 0



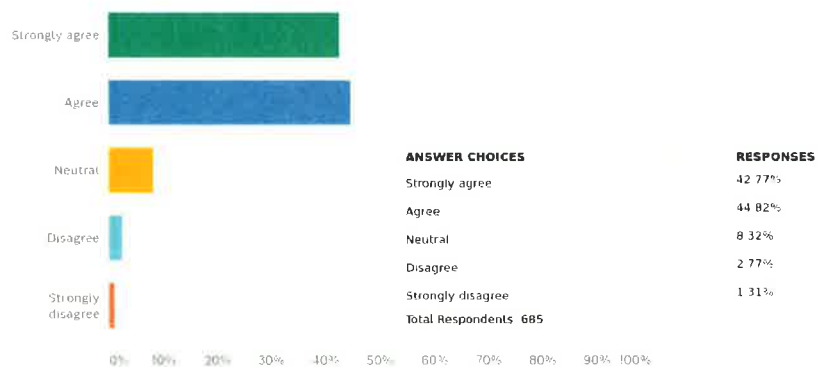
Q5: My child feels cared for and valued at school.

Answered: 685 Skipped: 0



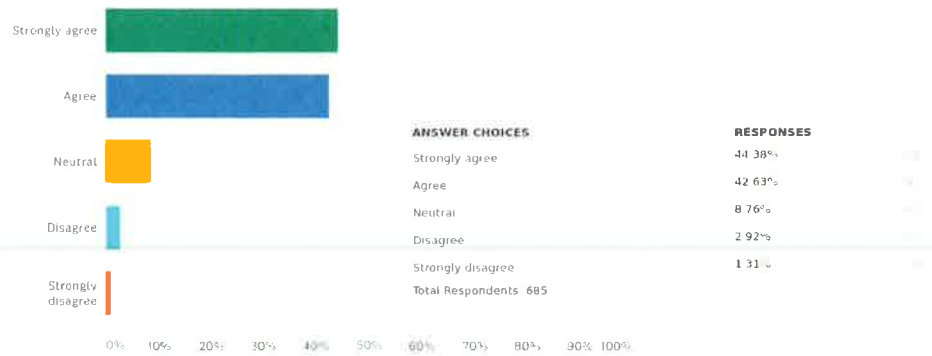
Q6: My child's school provides a safe environment for teaching and learning.

Answered: 685 Skipped: 0



Q7: My child's school provides a welcoming and supportive environment for children and families.

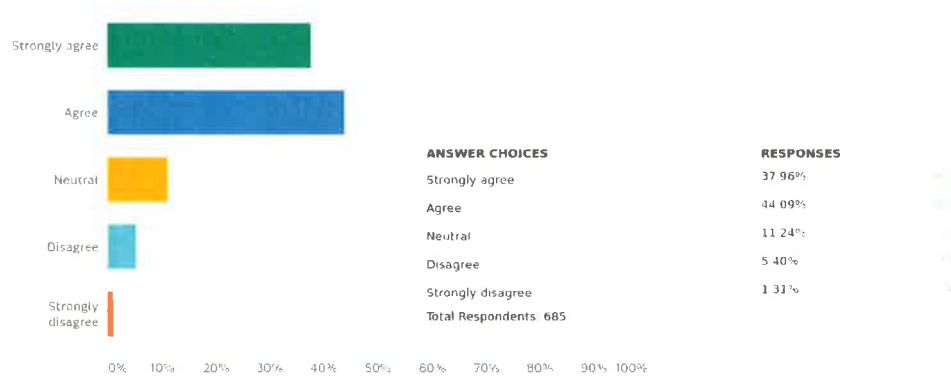
Answered: 685 Skipped: 0



SurveyMonkey

Q8: I feel connected to and informed about my child's educational experience.

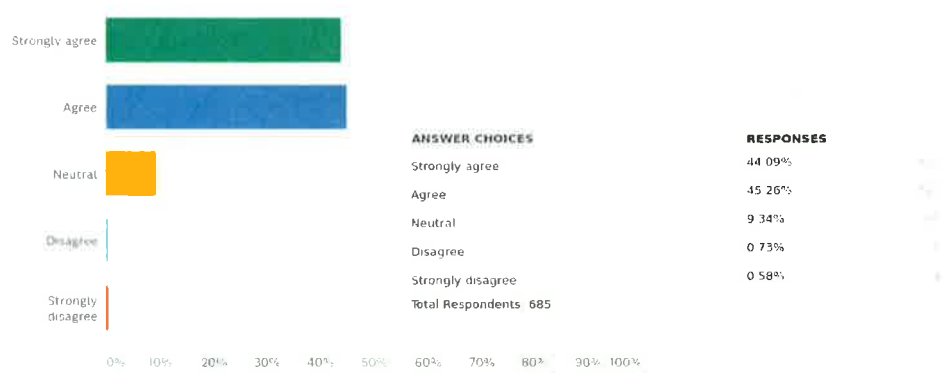
Answered: 685 Skipped: 0



SurveyMonkey

Q9: Parents and community members are invited to participate on school or district committees.

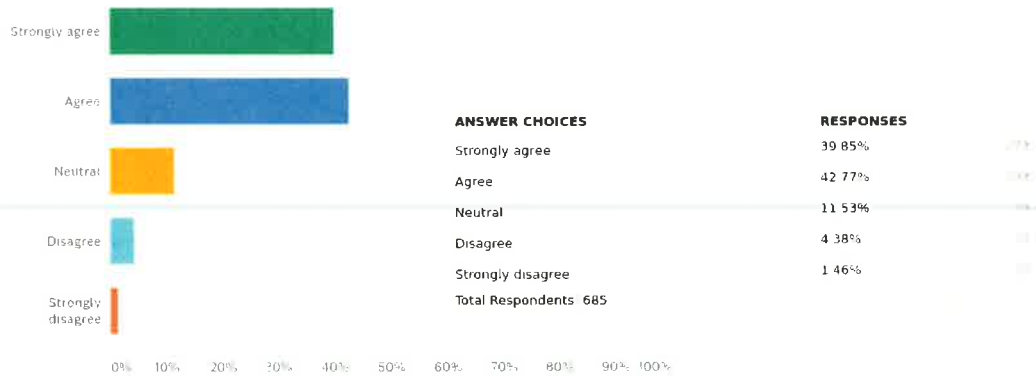
Answered: 685 Skipped: 0



SurveyMonkey

Q10: Teachers and staff are responsive to the needs and concerns expressed by parents or the community.

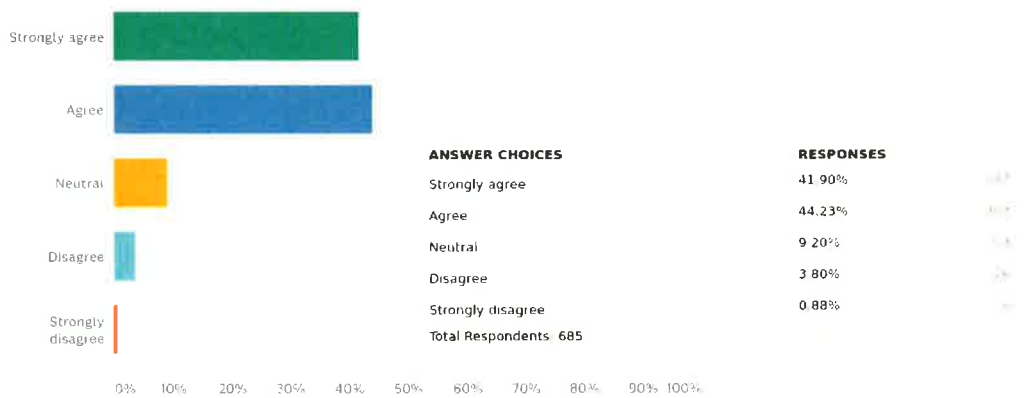
Answered: 685 Skipped: 0



SurveyMonkey

Q11: Overall, I feel positive about my child's school experience.

Answered: 685 Skipped: 0



SurveyMonkey

Q12: What are the strengths of your child's school/District?

Answered: 497 Skipped: 188



SurveyMonkey

Q13: What are areas of improvement for your child's school/District?

Answered: 477 Skipped: 208

Category
More Personal Communication
Enrichment Programs (Music, etc.) Middle School Electives
Challenging the Gifted Learner
Consistent Expectations of Student Behavior
Campus Safety, Parking Lots

Powered by  SurveyMonkey

Q14: According to the California Department of Education, family and community engagement greatly increases the likelihood that students will learn and thrive. Students are more prepared for school and more likely to achieve when they are supported by schools, families, and communities working together in a coordinated manner. How can we improve family and community engagement in your child's school/District?

Answered: 383 Skipped: 302

Category
More Advanced Communication of Events
Family/Community Activities During Varied Hours/Days of Week
Continue Reinforcing the Importance of Engagement in Communications

Powered by  SurveyMonkey

President Burns shared the Board had discussed sharing this information in Santee Magazine. The Board discussed the content and format of the ad; and asked that the survey be posted on the website thanking the parents for their input.

Business Services

2.1. Governor's Budget Proposal for 2020-21

Mr. Christensen explained the Governor released his initial proposal for the State's 2020-21 budget on January 10 and provided a very brief overview of his proposal. He shared more details on the proposal and its impact to the District's budget would be provided at the budget workshop on February 4.

Mr. Christensen provided an overview of the economy. He shared information for the Gross Domestic Product, Unemployment Rate, Personal Income Growth, and Inflation; and mentioned a positive outlook for the economy.

The Economy:

Measure	Level	2018	2019	2020	2021
Real GDP Growth	National	2.90%	2.30%	2.10%	2.00%
Unemployment Rate	National	3.90%	3.70%	3.40%	3.50%
	State	4.20%	4.20%	4.40%	4.40%
Personal Income Growth	National	5.57%	4.76%	3.86%	4.11%
	State	6.08%	4.77%	4.67%	4.24%
Inflation (CPI)	National	2.40%	1.80%	2.00%	1.80%

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

2007	2008	2009	2010	2011	2012	2013
8.90%	4.70%	3.40%	4.90%	7.10%	9.80%	8.50%
2014	2015	2016	2017	2018	2019	2020
10.10%	9.90%	10.00%	10.70%	10.70%	10.20%	9.70%

State Revenues:

Item	Source	2018-19	2019-20	2020-21
State General Fund Revenue	2019-20 Budget Act	\$138.5	\$143.0	\$147.1
	January Proposal	\$139.4	\$146.5	\$151.6
	Difference	\$0.9	\$3.5	\$4.5
	% Difference	0.65%	2.45%	3.06%
	% Yr Over Yr Change	N/A	5.09%	3.48%
Proposition 98 Calculation	2019-20 Budget Act	\$78.1	\$81.1	N/A
	January Proposal	\$78.4	\$81.6	\$84.0
	Difference	\$0.30	\$0.50	
	% Difference	0.38%	0.62%	
	% Yr Over Yr Change		4.08%	2.94%

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

Mr. Christensen noted the difference in the 2019-20 Budget Act for 2018-19 versus the January proposals for 2019-20 and 2020-21. He explained that even though there is an increase in the general fund revenue there is minimal growth in Prop 98.

Proposition 98

- Distribution to K-12:
 - \$1.2 billion to LCFF; funds 2.29% COLA
 - \$900 million for Special Education
 - \$900 million for educator recruitment and training
 - \$300 million for expanded supports and services for the lowest performing schools
 - \$300 million for development of innovative community school models that support student mental health
 - \$70 million to improve and strengthen school meal programs
 - \$0.6 million one-time allocation to make statewide LCAP information easily accessible to the public through development of an online portal to be co-located with SARC data
 - 2.29% COLA for categorical programs outside the LCFF

Other Provisions:

- Deposit to Public School System Stabilization Account for 2019-20 increases to \$524.2 million
 - Withdrawal of \$37.6 million required for 2020-21
 - Deposits must be spent in fiscal years in which the minimum Prop 98 funding level is not sufficient to fund the prior year funded level adjusted

for any deposits or withdrawals from the account and adjusted for growth and inflation

2.2. 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, and shared the District ended the month with a cash balance in the General Fund of approximately \$8.3 million sufficient to pay all of the District's financial obligations for the fiscal year. He noted that for budget revisions, the District continues to project an operating deficit and declining reserve percentages through the multi-year projection period. Mr. Christensen pointed out the assumptions used for the First Interim Report are now outdated with release of the Governor's budget proposal and we will be providing an updated multi-year projection at the budget workshop. Member Ryan moved approval.

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

2.3. Approval of Agreement with Williams and Associates LLC to Provide Consulting Services Related to the State's School Facilities Program

Karl Christensen, Assistant Superintendent of Business Services, shared the District is currently in the process of attempting to negotiate a Mitigation Agreement with HomeFed to provide new school facilities for their 3,000 home Fanita Ranch Project. The Developer will desire that the Mitigation Agreement include provisions for the District to seek State funding for new construction to offset their costs for new school facilities. He shared that in order to determine the amount of State funds that might be available, it is necessary to calculate the District's eligibility for State grants under two scenarios: without the Fanita Ranch Project and with the Fanita Ranch Project. Mr. Christensen noted the State School Facility Program is complex and a variety of factors go into the calculation of eligibility and Administration recommends bringing in an expert consultant to ensure accuracy and maximization of new construction eligibility. He explained Williams & Associates has over 24 years of experience with school facilities and the State School Facility Program and Administration recommends contracting with Williams & Associates to complete this work and paying for it from Land Sale Proceeds. Member El-Hajj moved approval.

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

F. BOARD POLICIES AND BYLAWS

President Burns noted items F.1.1., and 1.2., as second readings; and F.1.4., 1.5., 1.6., and 1.7., as first readings. Item 1.3. was pulled from the agenda. He asked Board members to contact Administration if there were any questions and/or concerns. With one motion, Member Levens-Craig moved approval of the second readings, items F.1.1., and 1.2. President Burns asked that the Board discuss major changes to current policy prior them being brought forth for approval.

1.1. Second Reading: Revised Board Policy 3314.2, Revolving Funds

1.2. Second Reading: Revised Board Policy 3320, Claims and Actions Against the District

1.3. Second Reading: Revised Board Policy 3350, Travel Expenses – pulled from the agenda

1.4. First Reading: Revised Board Policy 1312.1, Complaints Concerning District Employees

1.5. First Reading: Revised Board Policy 1250, Visitors/Outsiders

1.6. First Reading: Revised Board Policy 6154, Homework/Makeup Work

1.7. First Reading: New Board Policy 6175, Migrant Education Program

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

G. EMPLOYEE ASSOCIATION COMMUNICATION

Melanie Hirahara, STA President, wished everyone a happy new year and noted she had nothing to report.

H. BOARD COMMUNICATION AND ORGANIZATIONAL BUSINESS

Superintendent Baranski provided a brief update on the first class size reduction taskforce meeting. She noted the group held great discussions and were scheduled to meet again in February.

Superintendent Baranski shared there will be 26 music classes throughout the District. Each school would introduce at least three classes (brass, woodwinds, and percussions). She noted Sycamore Canyon did not have student interest in a brass class. Enrollment varies from 2-18 students per class; with 271 students enrolled District-wide. Superintendent Baranski shared keeping the low-enrollment classes in anticipation that more students will join. Limit is 30-35 students per class. She shared the Union Tribune would be writing an article. Superintendent Baranski noted the program is coming together better than expected because of the extensive planning; and shared the concept is to one day have a band. Member Levens-Craig inquired about performances. Superintendent Baranski shared there will be a culminating concert with the high school students. The Board discussed sharing the music program in a future Santee Magazine article.

Member Ryan shared the audit report had no findings and commended Mr. Christensen for his hard work. He expressed his gratitude and commended his staff for their work.

Member Levens-Craig shared her excitement for the birth of her new granddaughter; and Kindness Week.

Member El-Hajj shared attending the wellness and budget advisory meetings.

Member Fox shared attending six-grade camp, to visit his grandson, and noted the students were well behaved. He shared being impressed with the students' collaborative and team building skills. Pepper Drive, Rio Seco, and Cajon Park were attending camp. President Burns shared some of the campers were hit hard by the flu and noted 37 sixth-grade students were absent; Pepper Drive and Rio Seco students were also affected.

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
- 3. Conference with Real Property Negotiators (Gov't. Code § 54956.8)**
Purpose: Potential Modification of Purchase and Sale Agreement
Property: 10335 Mission Gorge Road, Santee 92071
(formerly known as Santee School Site)
Agency Negotiator: Karl Christensen, Assistant Superintendent

The Board entered closed session at 8:16 p.m.

J. RECONVENE TO PUBLIC SESSION

The Board reconvened to public session at 9:55 p.m., and reported no action was taken.

K. ADJOURNMENT

With no further business, the regular meeting of January 21, 2020 was adjourned at 9:55 p.m.


Elana Levens-Craig, Clerk


Dr. Kristin Baranski, Secretary