

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

April 19, 2022  
**MINUTES**

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

**A. OPENING PROCEDURES**

**1. Call to Order and Welcome**

President Levens-Craig called the meeting to order at 6:02 p.m.

Members present:

Elana Levens-Craig, President  
Dianne El-Hajj, Vice President  
Ken Fox, Clerk  
Dustin Burns, Member  
Barbara Ryan, 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 Levens-Craig welcomed those present and invited the audience to recite the District Mission.

**3. Pledge of Allegiance**

John Tofflemire, Retired Assistant Superintendent of Human Resources/Pupil Services, led members, staff, and audience, in the Pledge of Allegiance.

**4. Approval of Agenda**

President Levens-Craig presented the agenda for approval. Member Fox moved approval.

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

**B. REPORTS AND PRESENTATIONS**

**1. SSD Proud Moments**

President Levens-Craig shared the following slide for those in attendance and read the following highlights from Pepper Drive School, provided by Principal Summer Locke, and thanked Ms. Locke for attending the meeting.



### **STEAM After-School Club**

*There are anywhere from 20 to 40 students who wait for older siblings between dismissals each day. For those 25 minutes, Mrs. Atkinson has created an opportunity for peer-mentorship and fun. Each day, Mrs. A has 5 Middle School Students who come to lead STEAM activities with the younger students who wait in the lunch area. Some days, they are examining chemical reactions, and others they are coding robots to complete obstacle courses.*

### **Guitar Elective**

*Mr. Hobbs has just secured a very generous donation of 15 Taylor guitars for our 7<sup>th</sup> and 8<sup>th</sup> Graders in the Fall as an elective course.*

### **Tiger Family Fun**

*We have been able to host TIGER Awards Assemblies for our families outdoors throughout this school year and it has been well worth it to see the pride on our students' faces as they are honored for showing Teamwork, Integrity, Goals, Empathy and Responsibility. The TIGER Awardees love choosing a book from the Book Vending Machine each Friday. Also, we still hold a drawing for prizes for students who are consistently exemplifying those TIGER Traits.*

*Our PTA is hosting our first Family Movie Night on Friday at 6pm on campus, where they will be watching, "Sing 2." There will also be a food truck selling dinner and treat options. It is wonderful to see our Tiger Families back on Campus for these community events.*

*Spring Festival will be back on Thursday, June 2<sup>nd</sup> at 9am.*

*Thanks for the opportunity to share some of the great things happening and proud moments at Pepper Drive School. For the full listing of pride at Pepper Drive, please check our website.*

President Levens-Craig expressed her gratitude towards Pepper Drive for sharing their proud moments.

## **2. Superintendent's Report**

- 2.1. Developer Fees and Collection Report
- 2.2. Use of Facilities Report
- 2.3. Enrollment Report
- 2.4. Claim Against the District

**4. 2022-23 Local Control Accountability Plan Goals and Action Service Steps Presentation**

Dr. Stephanie Pierce, Assistant Superintendent of Educational Services, reviewed the essential elements of the draft Local Control Accountability Plan (LCAP). She noted the following themes were developed from the annual engagement with the Educational Partners. Dr. Pierce shared working on developing and writing the second year of the District's three-year LCAP; and noted the District's three goals did not change. She explained educational partner input was categorized into the areas of Conditions of Learning, Pupil Outcomes, and Engagement and was received from students, parents, staff, and community members. The input data was analyzed to identify themes for suggested ideas for actions or changes to current actions in the LCAP. The following general themes were identified for consideration by the District:

1. **ACCELERATING LEARNING:** Provide instructional materials focused on accelerating learning, reduce class size for more individualized attention, and employ intervention teachers, continue to provide technology devices to all students (including the expanded TK program).
2. **PROFESSIONAL DEVELOPMENT:** Increase/sustain professional learning for staff in specific areas and provide more choice; instructional strategies for accelerating learning; focused professional learning for English Learners, Special Education, and other student groups.
3. **SOCIAL-EMOTIONAL LEARNING SUPPORT:** providing counseling services including one dedicated to case management of our homeless students, increase mental health support by contracting with wellness together for therapists, better implementation of the social-emotional learning curriculum (Second Step)
4. **STRENGTHENING STUDENT CONNECTEDNESS:** Reduce class size and caseloads, reduce/eliminate combo classes, emphasize personal relationships with students, provide more extracurricular activities and electives
5. **STRENGTHENING FAMILY ENGAGEMENT:** Provide more opportunities for parents to engage in meaningful partnerships within the school community and at the district level and improve and increase communication.

Karl Christensen, Assistant Superintendent of Business Services, shared the changes to the 2022-23 Actions and Services in relation to the goals. He provided an overview of the additions to current steps, any steps no longer funded, and new actions that were added. He noted the District cannot delete steps in the three-year cycle and must show them as not being fund. Mr. Christensen noted the information was in draft form and funding were estimated costs.

President Levens-Craig noted some of the items were clear to her upon listening to the presentation and asked that Administration make sure language was parent-friendly and easy to understand.

Member Burns shared he continued to have concerns about the placement sites of the Administrative Interns and asked for the data used to determine the proposed sites. He reiterated his concerns that some of the larger schools were not receiving the same support.

Superintendent Baranski shared reviewing various metrics (i.e., unduplicated count and special education students) to determine where there was more need. Data showed the number of students with the highest percentage of need were at Cajon Park, Sycamore Canyon, Rio Seco, and Carlton Oaks. She explained that although Sycamore Canyon has less enrollment, their percentage of student need was greater because they serve more students on IEPs, and pre-school needs, etc. Superintendent Baranski explained

there were certain stipulations on how the supplemental funding could be expended. Dr. Pierce noted the other schools have Title 1 funding and the discretion to use for additional staffing.

Member Burns shared he understood the funding stipulations but noted that even if every student at Sycamore Canyon was on an IEP, the school's needs are different than those of a larger school. He noted students should not be punished for attending a school with a higher population, rather than a smaller school.

Member El-Hajj inquired on the input from the Educational Partners. Dr. Pierce explained this was input by the Educational Partners (i.e., parents, community members, all staff, etc.) after the LCAP Annual Review. She shared there was a common parent message about the need for school connectedness. Dr. Pierce noted they were still meeting with the Associations to gather their input. Member El-Hajj asked that the parent online results be shared with the Board.

2022-23 LCAP Actions and Services

DRAFT

	Name	Action	Imp Services	Associated Goal(s)	Estimated Costs
1.1	Core Program	BASE: Provide a core/base program consisting of the following: 1) Appropriately credentialed and assigned highly qualified classroom teachers for maximum general education school-wide class size average for Grades TK-3 of 24:1 and district-wide class size average for Grades 4 - 8 of 32.1:1 2) A Principal for each school; and Vice Principals for schools with Grades 7-8, in accordance with established staffing guidelines 3) School office staff in accordance with established staffing guidelines 4) School Campus Aides in accordance with established staffing guidelines 5) School Instructional Media Technicians in accordance with established staffing guidelines 6) School Site (Day) Custodians and Night Custodians in accordance with established staffing guidelines 7) Centralized Nursing staff to provide health services for students in accordance with periodic workload distribution analysis and needs assessments 8) Sufficient centralized Psychologists to assess the needs of students and assist in the development of Individualized Education Plans (IEPs) 9) District level administrators, technology staff, maintenance staff, drivers, office support personnel, specialists, technicians, custodians, and clerks to support business, human resources, and instructional operations in accordance with periodic workload distribution analysis and needs assessments 10) Digital network devices and pathways to optimize access to technology resources that support classroom instruction and optimize staff productivity 11) Sufficient, standards aligned, instructional materials and resources to meet the Williams Settlement requirements and for students to acquire knowledge necessary for achieving proficiency in Common Core State Standards 12) On-going and regular Professional Development opportunities for staff to keep pace with changing requirements, technological advances, and growth expectations 13) Sufficient and optimal equipment, furniture, materials, and supplies; and safe, clean, functional facilities maintained in good repair; to support the Base Program 14) Centralized services such as electricity, natural gas, water and sewer, phone; both landline and cellular, property and liability insurance, and other professional, contracted, or routine services necessary to support the Base program 15) Employee compensation structure and work environment that attracts and retains highly qualified staff 16) Sufficient specialized personnel, equipment, instructional materials, and supplies to provide services for students with disabilities in accordance with their Individualized Education Plans (IEP) 17) Supplies, materials, and equipment needed to protect students and staff from transmission of COVID-19	N	A	76,798,000

2022-23 LCAP Actions and Services

DRAFT

	Name	Action	Imp Services	Associated Goal(s)	Estimated Costs
1.2	<i>Professional Development</i>	SUPPLEMENTAL: Provide supplemental Professional Development opportunities for teachers and paraprofessionals to support implementation of Common Core State Standards and to enhance learning for low socio-economic students, Foster Youth, English Learners, and students with disabilities: 1) 1 extra hour each day for up to 27 days per year for teachers to collaborate and engage in professional learning activities beyond their scheduled work day 2) Coding Academy for Grade K-8 teachers 3) Foundational Skills for Grade K-2 teachers 4) Literacy Continuity for Grade 3-8 teachers 5) Core Collaborative Work sessions with consultant 6) Cognitive Guided Instruction (CGI) training 7) Next Generation Science Standards (NGSS) curriculum including English Language Development (ELD) for English Learners 8) 4 day training for New Teacher Orientation including English Language Development (ELD) for English Learners 9) ELA Training for teachers including English Language Development (ELD) for English Learners and Guided Language Acquisition Development (GLAD) strategies 10) Combination class planning sessions 11) Amplify Curriculum Training - includes ELD component 12) College Preparatory Mathematics (CPM) Curriculum Training 13) History/Social Science Curriculum Training - includes ELD component 14) Instructional Aides will be offered training on various topics such as digital learning, best practices in curriculum supports, and behavioral management strategies 15) Classified staff will be offered 2 days of training in first aid, CPR, and AED use 16) Classified staff have the opportunity to attend various workshops and conferences throughout the year as deemed appropriate by their manager 17) 0.90 FTE Director, Curriculum & Assessment to plan, coordinate, and oversee professional development opportunities for staff 18) Professional Learning Plan stipends for teachers to engage in professional learning outside their work day	Y	A	\$1,831,000
1.3	<i>Technology Devices</i>	SUPPLEMENTAL: Provide a digital device for every student to use daily for classroom instruction and to take on-line assessments; including low socio-economic students, Foster Youth, English Learners, and students with disabilities; and for teachers and classified instructional staff to support student learning.	Y	A	\$100,000
1.4	<i>Technology Infrastructure and Support</i>	SUPPLEMENTAL: Provide a robust, reliable, secure, and scaleable digital network to continually enhance and improve the instructional program, available resources, and staff productivity; and to enhance learning for low socio-economic students, Foster Youth, English Learners, and students with disabilities: 1) Continue funding a technology reserve to provide sufficient funding for replenishment of teacher devices, classified instructional support staff devices, student devices, and infrastructure equipment as they become obsolete 2) Upgrade network equipment to take advantage of the latest cybersecurity and communication protocols, and innovative instructional strategies 3) Provide 1.0 FTE Director, Instructional Technology to plan and coordinate provision of digital resources for teachers and students	Y	A	\$688,000
1.5	<i>Digital Learning Software Systems</i>	SUPPLEMENTAL: Provide Digital Learning Software Systems to include Content Management, Learning Management, Student Assessment, and Instructional resources and materials to supplement core curriculum for all students, including unduplicated count students and students with disabilities. Software to include: 1) Achieve 3000 - includes ELD component 2) Dreambox - includes ELD component 3) Safari Montage 4) SchoolNET 5) SeeSaw 6) Typing Agent	Y	A	\$217,000

2022-23 LCAP Actions and Services

DRAFT

	Name	Action	Imp Services	Associated Goal(s)	Estimated Costs
1.6	Curriculum Resource Teachers	SUPPLEMENTAL: Employ Teachers on Special Assignment to provide coaching support for classroom teachers, professional learning experiences, and curricular support in English Language Arts, Mathematics, Science, and technology integration that includes coaching on how to meet the needs of students needing additional support to succeed; including low socio-economic students, Foster Youth, English Learners, and students with disabilities: 1) 3.0 FTE planned for General Education for all years of the LCAP 2) 1.0 FTE planned for Special Education for 2022-23 and 2023-24 only 3) 1.0 FTE planned to supplement Professional Development through 2025-26	Y	A	\$589,000
1.7	Curriculum Leadership Team	SUPPLEMENTAL: Convene the Curriculum Leadership Team comprised of Administrators and Teachers, as needed, to inform decision-making regarding adoption of curriculum, curriculum guides, and intervention materials to support low socio-economic students, Foster Youth, English Learners, and students with disabilities: 1) Science curriculum pilot for Elementary Grades for 2022-23 2) Implementation of Science curriculum	Y	A	\$8,000
1.8	Supplemental School Personnel	TARGETED: Provide funding for schools to employ supplemental school personnel for intervention services to improve student learning and academic achievement by increasing monitoring and support for low socio-economic students, Foster Youth, English Learners, and students with disabilities as defined in their Single Plan for Student Achievement (SPSA)	Y	A	\$195,000
1.9	Bilingual Assistants	TARGETED: Employ Bilingual Assistants for schools to support English Learner students in literacy and all content areas to support English Language Acquisition under the direction of a certificated teacher: 1) 5.25 FTE planned for all years of the LCAP	Y	A	\$215,000
1.10	Summer Academic Program	SUPPLEMENTAL: Operate a 4 week Summer Program to promote learning recovery with integration of digital resources for low socio-economic students, Foster Youth, English Learners, and students with disabilities	Y	A	\$150,000
1.11	Supplemental Instructional/ Intervention Materials	SUPPLEMENTAL: Provide supplemental instructional/intervention materials, curriculum, equipment, systems, and software/apps to personalize and improve student learning for low socio-economic students, Foster Youth, English Learners, and students with disabilities: 1) Social/Emotional Learning Curriculum 2) Read 180 and System 44 for Students with Disabilities (Special Education) 3) RAZKIDS - (school discretion) 4) Fountas and Pinnell LLI Kits - includes ELD component - (school discretion) 5) LEXIA - includes ELD component (District purchase) 6) iReady English Language Arts and Math - includes ELD component (District purchase) 7) Imagine Learning (District purchase) 8) Rosetta Stone for EL Students (District Purchase) 8) Other supplemental evidence based instructional resources for English Language Acquisition 9) Various other IPAD APPS and instructional materials personalized for students based on their unique intervention needs	Y	A	\$346,000
1.12	Intervention Specialists	SUPPLEMENTAL: Employ Language Arts Specialists or Intervention Resource Teachers for personalized learning intervention with at-promise students including low socio-economic students, Foster Youth, English Learners, and students with disabilities: 1) 9.0 FTE for General Education 2) 7.0 FTE additional provided for 2021-22 and 2022-23; 4.5 FTE additional provided for 2023-24 3) Provide instructional support for English Learner students in literacy and all content areas in English language acquisition 4) Increase monitoring and support for Foster Youth, Homeless, and low socio-economic students	Y	A	\$2,065,000

2022-23 LCAP Actions and Services

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	Name	Action	Imp Services	Associated Goal(s)	Estimated Costs
1.13	Transitional Kindergarten Program	SUPPLEMENTAL: Provide a Transitional Kindergarten (TK) program for students who do not qualify for Kindergarten including low socio-economic students, Foster Youth, English Learners, and students with disabilities - MOVED TO CORE/BASE PROGRAM IN 2022-23	Y	A	\$0
1.14	Early Admission to Kindergarten Program	SUPPLEMENTAL: Provide an Early Admission to Kindergarten (EAK) program to supplement the Transitional Kindergarten (TK) program including low socio-economic students, Foster Youth, English Learners, and students with disabilities	Y	A	\$188,000
1.15	Santee Success Program	SUPPLEMENTAL: Provide a temporary alternative instructional setting by referral with low class size for at-promise students with significant behavioral issues in order to improve performance on General Education objectives (Santee Success Program or SSP)	Y	A	\$161,000
1.16	Class Size Reduction for Grades 4-8	SUPPLEMENTAL: Temporarily reduce class sizes in General Education Grades 4-8 to enhance safety and promote learning recovery in response to COVID-19 pandemic impacts to classroom instruction during 2020-21 which includes benefitting low socio-economic students, Foster Youth, English Learners, and students with disabilities: 1) Employ additional teachers 2) Install portable classrooms at certain schools, as needed	Y	A	\$1,189,000
1.17	Instructional Assistants	SUPPLEMENTAL: Provide Instructional Assistants for General Education classrooms to promote learning recovery in response to COVID-19 pandemic impacts to classroom instruction during 2020-21: 1) Planned and funded for 2021-22 only	Y	A	\$0
1.18	Alternative School Instructional Supports	SUPPLEMENTAL: Provide temporary additional instructional supports to the Alternative Education Program to enhance services provided to students whose parents/guardians prefer this option over traditional, in-person instruction - MOVED TO CORE/BASE PROGRAM	Y	A	\$0
1.19	Before/After School Program	SUPPLEMENTAL: Operate a before/after school program with an academic focus to extend the instructional day to a minimum of 9 hours per day for low socio-economic students, Foster Youth, and English Learners (see ELOP Plan)	N	A	\$3,963,000
1.20	Admin Interns	SUPPLEMENTAL: Provide Administrative Interns at certain schools with high needs to coordinate learning activities for low socio-economic students, Foster Youth, English Learners, and students with disabilities and to improve parent engagement and communication	Y	A	\$183,000
2.1	Student Well-Being Initiatives	SUPPLEMENTAL: Provide behavioral improvement programs; school connectedness endeavors; and other student well-being initiatives and train staff on implementation which includes benefitting low socio-economic students, Foster Youth, English Learners, and students with disabilities: 1) Continue use of Thrively APP for middle school students to identify their interests and career choices. Encourage schools to offer middle school elective courses in career exploration. 2) District will offer Professional Development opportunities to address the behavioral intervention program and promote student well-being 3) Develop and implement various performing and visual arts electives and opportunities 4) Conduct two Panorama student surveys each year to determine the level of safety and connectedness felt by students	Y	B	\$54,000

2022-23 LCAP Actions and Services

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	Name	Action	Imp Services	Associated Goal(s)	Estimated Costs
2.2	<i>Student Mental Health Initiatives</i>	SUPPLEMENTAL: Employ Counselors/Social Workers for academic and behavioral supports to address the social and emotional learning needs of students and to work with low socio-economic students, Foster Youth, English Learners, and students with disabilities; and parents toward College and Career Readiness 1) 8.0 FTE planned for 2022-23; 1.0 FTE dedicated to managing caseload for Homeless students 2) Contract with vendor to provide 2.0 FTE therapists for more intensive supports 3) Increase monitoring and support for Foster Youth, Homeless, low socio-economic students, and students with disabilities 4) Track progress for students who are chronically absent and provide support 5) 0.50 FTE of Director Community Collaborative for overseeing and monitoring mental health/counseling services and social-emotional learning for Foster Youth, Homeless, and low socioeconomic students	Y	B	\$878,000
2.3	<i>Student Attendance Improvement</i>	SUPPLEMENTAL: Develop and implement a comprehensive student attendance improvement plan to include: 1) 0.50 FTE Director Pupil Services for overseeing attendance improvement and reduction of chronic absenteeism 2) Attendance incentives 3) Regular data analysis to identify issues early 4) Increased focus on chronic absentee students to monitor and track progress 5) Increased monitoring and support for Foster Youth, Homeless, low socio-economic students, and students with disabilities 6) Effective use of Student Attendance Review Team (SART) contracts, District Attendance Review Team (DART), and Student Attendance Review Board (SARB) referrals	Y	B	\$104,000
3.1	<i>Parent Engagement</i>	SUPPLEMENTAL: Provide workshops, coordinate community resources, and expand use of electronic and face-to-face methods for parents to connect and engage within the school community including parents of low socio-economic students, Foster Youth, English Learners, and students with disabilities: 1) 0.50 FTE of Director Community Collaborative to oversee improving and increasing parent involvement 2) Provide 1.0 FTE Director, Communication and Community Engagement to improve parent engagement 3) Continue use of District APP to improve parent communication and engagement 4) Design at least 3 parent outreach programs that incorporate each school's instructional program for delivery to parents and families	Y	C	\$227,000
		District-Total			\$90,149,000

**5. Panorama Survey Follow-up**

At the January 18 meeting, the 2021-22 Trimester I District Assessment and Panorama Survey results from the fall were presented. Survey results showed a decrease in students feeling safe at school in grades 4 - 8, from the Fall 2020. Mike Olander, Director of Pupil Services, shared how the issues are being addressed.

Mr. Olander explained student safety perception in grades 4 and 5 were 74% favorable, a decrease of 11%; and 63% in grades 6-8, a decrease of 10%, from 2021. He noted this data was analyzed by the site-based data analysis teams consisting of teachers, site administration, counselors, and classified staff. Mr. Olander shared the measurable actions of staff included the presentation of the data at staff meetings, school site council and English-learner advisory council meetings, and with the site leadership teams; in addition to the implementation of Second Step Social Emotional Learning (SEL) curriculum and increased signage of positive behavior expectations. He explained the sites redesigned play areas during unstructured times, increased supervision, and provided professional development for campus aides. Measurable student actions included individual and group counseling, behavior assemblies, increased activities that minimize conflict and hands-on behaviors, increased safety messaging for students and classroom circles to build community, and research-based interventions to build relationships with students. Mr. Olander explained some sites administered mid-year surveys to monitor concerns and the use of "hall-pass" data to analyze time, location, and types of behavior issues.

Next steps include administration of the Panorama Survey in May; continue with training in positive behaviors intervention and support; circles; restorative practices; and continue with ongoing training, common behavior expectations, and consequences.

Member Burns asked that after the surveys are administered, and data has been reviewed, that the Board receive the top three things each site is addressing and how they are being addressed (i.e., assemblies, buddy benches, etc.). President Levens-Craig inquired how the schools are measuring if what they are implementing, is successful. Mr. Olander explained that in addition to the Panorama survey, the sites are using hall-pass data, mid-year assessments, and climate committee data to measure. The Board expressed their appreciation to Mr. Olander for the presentation.

**C. PUBLIC COMMUNICATION**

President Levens-Craig invited members of the audience to address the Board about any item not on the agenda. There were no requests to speak.

**D. CONSENT ITEMS**

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

- 1.1. Approval of Minutes
- 2.2. Approval/Ratification of Expenditure Warrants
- 2.3. Approval/Ratification of Purchase Orders
- 2.4. Authorization to Sell/Dispose of Surplus Items
- 2.5. Acceptance of Donations, Grants, and Bequests
- 2.6. Approval/Ratification of General Services Agreements
- 2.7. Approval/Ratification 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. Approval of Uniform Complaint Quarterly Report Required by the Williams Settlement
- 2.10. Results of Bus Camera Request for Proposal
- 3.1. Approval of Services Agreement with San Joaquin County Office of Education to Provide Claims Administration Services for the Medi-Cal Billing Option Program
- 3.2. Approval of Individual Service Agreement with Sierra School of San Diego for Nonpublic School Services
- 3.3. Approval of Memorandum of Understanding with Auburn University for Clinical Practicum of Speech-Language Pathology Students
- 4.1. Personnel, Regular
- 4.2. Approval of Medi-Cal Administrative Activities (SMAA) Agreement with Orange County Office of Education
- 4.3. Ratification of Services Agreement for the Friday Night Live Program and San Diego County Office of Education
- 4.5. Approval of Shared Classroom Teaching Assignments for the 2022 – 2023 School Year

Member Burns moved approval of Consent Items.

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

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

**Superintendent**

**1.1. Official Dedication of Grass Field at Cajon Park School**

Superintendent Baranski shared that in 2011, the grass field at Cajon Park School was dedicated after Mrs. Ginn-Tofflemire by the school staff. She noted Mrs. Ginn-Tofflemire has served as Teacher, Junior High Coordinator, Student Council and GATE Advisor, Vice Principal, and Principal. She noted Mrs. Ginn-Tofflemire retired in June 2011 from Santee School District, after 39 years. Superintendent Baranski shared it was a pleasure working with Mrs. Ginn-Tofflemire during her tenure at the District. Since her retirement, Marcia has been instrumental with administrative support at the school sites, when needed. Superintendent Baranski asked that the Board officially dedicate the grass field at Cajon Park School as Marcia Ginn-Tofflemire Field. She noted a ceremony would be scheduled for the installation of an official plaque at the school's field in Mrs. Ginn-Tofflemire's honor. Member Ryan moved approval.



The Board expressed their appreciation of Mrs. Ginn-Tofflemire for her commitment to the District and Foundation. Mrs. Ginn-Tofflemire expressed her gratitude for the field dedication.

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

**1.2. Approval of Revised Assistant Superintendent Job Descriptions**

Superintendent Baranski shared the next two items were difficult to discuss because it entailed the retirement of two great Executive Council members, and explained that with the upcoming retirement of Assistant Superintendents of Educational Services and Business Services, the Assistant Superintendent job descriptions were reviewed and updated to reflect current needs. Member Ryan asked that language be included on the regular interaction with the Board of Education. With no additional changes, Member Ryan moved approval.

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

**1.3. Approval of Services Agreement with Leadership Associates to Conduct Assistant Superintendent Recruitment and Recruitment Timeline**

Superintendent Baranski explained that with the upcoming retirement of Assistant Superintendents of Educational Services and Business Services, she met with Leadership Associates to review and discuss a proposal for recruitment services. She shared the cost for the national recruitment process for the two positions is \$24,000; and discussed the following proposed timeline:

July 1, 2022:	Leadership Associates Begins Search
October - November 2022:	Interviews Conducted
December 6, 2022:	Finalists Recommended for Board of Education Approval
February 1, 2023:	Appointees Begin in Santee School District

Member Burns moved approval.

<b>Motion:</b>	<u>Burns</u>	<b>Levens-Craig</b>	<u>Aye</u>	<b>Burns</b>	<u>Aye</u>
<b>Second:</b>	<u>El-Hajj</u>	<b>El-Hajj</b>	<u>Aye</u>	<b>Ryan</b>	<u>Aye</u>
<b>Vote:</b>	<u>5-0</u>	<b>Fox</b>	<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 February 28, 2022; and shared the District ended the month with a cash balance in the General Fund of approximately \$24,727,870 sufficient to pay the District's financial obligations for the fiscal year. Member Ryan moved approval.

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

**2.2. Scope and Specifications for Security Camera and Access Control Lock Request for Proposal**

Karl Christensen, Assistant Superintendent of Business Services, explained that at the March 15, 2022 meeting, the Board authorized distributing a request for proposal (RFP) to install cameras on District busses; and noted there were no responses received by the April 1, 2022 deadline.

Mr. Christensen shared staff has been researching options and preparing a new request for proposal (RFP) documents for distribution. He noted this research indicates that major security component manufacturers are transitioning from single component systems to integrated security solutions and marketing their systems as SaaS (Software as a Service) and hosting it on the “cloud”, eliminating the need for on-premises computing equipment. Mr. Christensen explained there is an ongoing cost associated with SaaS, but noted the following advantages:

1. No upfront cost for computing equipment (servers, data storage, switch)
2. System lifespan is not limited to physical equipment depreciation
3. Capability to expand the system without the need to add more resources (servers, storage, components)
4. Minimize time-intensive maintenance
5. No need for hardware and software management and maintenance
6. Firmware and software updates are deployed Over-the-Air (OTA)
7. Equipment damage replacement and upgrade are usually covered in the contract
8. Adaptive to latest advances in technology

He noted an integrated security system involves bundling various security components (i.e., video surveillance, access control, and environmental sensors) into a unified solution; and explained this integration also leverages use of the organization’s personnel management database. Mr. Christensen shared some of benefits of an Integrated Security Camera/Access Control System included Instant Visual Proof, Event and Video, Enhanced Visibility, Proactive Insights, Ease of Access, etc.

Mr. Christensen noted Administration recommended combining the bus/van cameras, campus security cameras, and access control locks into one (1) RFP to standardize the equipment and software interfaces and take advantage of industry trends. He shared the list of recommended specifications would be presented to the Board for discussion and approval. Mr. Christensen noted that Bernard Yeo, Director of Technology, and Bryce Storm, Director of Maintenance & Operations were present to answer any questions.

Member Fox asked that the final recommendations be presented to the Board prior to approval. Member Burns asked that the system capabilities be discussed with staff; and shared hearing great advantages on the ability to use the system remotely. President Levens-Craig asked that Administration speak with other districts that have similar systems. Member Burns asked that the system capabilities be shared with parents and staff for reassurance that the system is for everyone safety. President Levens-Craig suggested working with Director of Communications and Community Engagement on the messaging and maybe holding a community forum for questions and answers.

**2.3. Purchase of Hydrojetter and Vacuum Trailer**

Karl Christensen, Assistant Superintendent of Business Services, shared that at the March 1, 2022 meeting, Administration presented an idea for purchasing plumbing equipment with Routine Restricted Maintenance Account (RRMA) funds to allow testing and repairing of piping by District staff rather than contracting out for this service. Mr. Christensen explained Administration is seeking authorization to issue a Purchase Order for these two pieces of equipment in this fiscal year and noted the expense would not be incurred until 2022-23 when the equipment is received. He explained the delivery lead-time for the hydrojetter and vacuum trailer is six to eight months. Member Ryan moved approval.

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

**Educational Services**

**3.1. Approval of 2022-23 Contract with Afterschool Unlimited for ASSET 2.0 Series and Professional Development Services**

Dr. Stephanie Pierce, Assistant Superintendent of Educational Services, shared professional development is a prerequisite for creating safe and support environments for youth in Out-of-School Time programs and noted ASSET® aligns their professional developing techniques with California Afterschool Quality Standards to help after school leaders create better experiences for students to build a powerful foundation for an extraordinary life. ASSET® uses a trauma-informed framework and collection of positive engagement tools specifically designed to increase social and emotional learning opportunities for before, after, and out-of-school settings. The term of the agreement is summer 2022 and ending June 30, 2023. Member Burns moved approval.

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

**Human Resource/Pupil Services**

**4.1. Approval of Teacher Induction Program Agreement with San Diego County Office of Education for 2022 – 2025**

Tim Larson, Assistant Superintendent of Human Resources/Pupil Services, explained the agreement is to continue working with the San Diego County Office of Education (SDCOE) to set forth conditions to support the District’s Beginning Teacher Support and Assessment (BTSA) Induction program from July 1, 2022 through June 30, 2025. Before leaving the room, Member Burns noted he supported the item but was employed by the SDCOE and would be abstaining from the vote. Member El-Hajj moved approval.

<i>Motion:</i>	<u>El-Hajj</u>	<i>Levens-Craig</i>	<u>Aye</u>	<i>Burns</i>	<u>Abstained</u>
<i>Second:</i>	<u>Ryan</u>	<i>El-Hajj</i>	<u>Aye</u>	<i>Ryan</i>	<u>Aye</u>
<i>Vote:</i>	<u>4-1</u>	<i>Fox</i>	<u>Aye</u>		

**4.2. Adoption of Resolution No. 2022-14, Declaring May 11, 2022 as Santee School District’s Day of the Teacher**

**4.3. Adoption of Resolution No. 2022-15, Declaring May 15 – 21, 2022 as Santee School District’s Classified School Employees Week**

Tim Larson, Assistant Superintendent of Human Resources/Pupil Services, presented Resolution No. 2022-14, declaring May 11, as the District’s Day of the Teacher; and Resolution 2022-15, declaring May 15-21, as Classified School Employees Week.

With one motion, Member El-Hajj moved to adopt item Resolutions No. 2022-14 and 2022-15.

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

**F. BOARD POLICIES AND BYLAWS**

President Levens-Craig noted item F.1.1. was a first reading of revised Board Policy (BP) 3350 – Travel Expenses and asked the Board to review and discuss any questions with Administration.

**1.1. First Reading: Revised Board Policy (BP):**

- **BP 3350 – Travel Expenses**

**G. EMPLOYEE ASSOCIATION COMMUNICATION**

Melanie Hirahara, Santee Teachers Association President, shared being a student in Mrs. Ginn's eighth-grade math class, and her Vice Principal while a student at Carlton Oaks. Mrs. Hirahara noted it was a well-deserved recognition. She shared working closely with both Assistant Superintendents and noted they would be hard to replace.

Mrs. Hirahara shared concerns on the comparison of the Panorama Survey data results from Spring 2021 to Fall 2022. She explained the students were not in session full-time in 2021, students were not eating lunch on campus (when the majority of behavioral issues occur), there was no physical activity (PE) for junior high students (i.e., students did not have access to locker rooms), smaller class sizes, and students were social distanced.

Mrs. Hirahara shared staff perspectives of why students are not feeling safe and/or as connected to school could be because of the increase in class size (i.e., class size was smaller and easier for teachers to connect with all students). She noted staff is struggling with the behavioral guidelines and consequences; and students are not seeing offenders receive consequences, which may also lead to students and staff not feeling safe. Mrs. Hirahara noted that to her, Positive Behavioral Interventions and Supports (PBIS) equaled no consequences for students.

Member Burns noted the lack of maturity in students and shared student behavior at sixth-grade camp is similar to that of fourth graders. He discussed holding conversations with teachers at camp on children's maturity levels falling behind these last two years. Member Burns agreed with Mrs. Hirahara about establishing guidelines and referring to next year as "the year of expectations" and redefining expectations for the entire District (i.e., District office and school sites). He shared his son is currently in third-grade but has only attended two PBIS assemblies in his entire education and is unfamiliar with behavior expectations. Board members agreed expectations differ since the pandemic. Mrs. Hirahara noted there are different political views, and unfavorable perceptions of teachers by a few parents. Member Burns noted this would be an opportunity to have those conversations with teachers and how to handle those situations professionally. Bring out the professional conduct piece for them to understand some of the changes and help them and let them know where the support is. Mrs. Hirahara noted there were a lot of new teachers and some did not have the opportunity to student-teach; or have had the opportunity to work with students in circles. She explained new teachers will experience a lot of changes in classroom management, and having kids feel safe; and will need a lot of guidance.

The Board expressed their gratitude towards Mrs. Hirahara for her communication. Superintendent Baranski shared holding discussions with Mr. Olander and Tim Larson, Assistant Superintendent of Human Resources/Pupil Services, while in preparation for tonight's presentation about expectation of consequences, and training site administrators on Education Code, establishing mitigation strategies, moving forward with suspensions if the offense is suspendable, etc.

**H. ORGANIZATIONAL BUSINESS**

Superintendent Baranski noted receiving notification from the County Superintendent of Schools, Dr. Paul Gothold, on the delay of the student COVID vaccine mandate. She read the following statements from the email.

*The governor's office announced last week that the state will further delay the implementation of the student COVID-19 vaccination requirement. This means the soonest the new requirement would take effect is July 1, 2023.*

*According to legislative advocates Capital Advisors, the vaccination requirement for employees will also be delayed until at least 2023-24 as the administration still intends to align the employee requirement with implementation of the vaccination requirement for students.*

Superintendent Baranski noted it is unclear what the requirement will be in two years, with personal and religious exemptions, but the District will continue to advocate for personal and religious exemptions if, or when, the mandate is imposed. She shared this information would be relayed to parents and staff.

Superintendent Baranski noted the parent survey consisted of nine (9) questions about virtual experiences (i.e., virtual meetings, pros-, cons-, preference, etc.). She shared the survey was going to parents the following day.

Superintendent Baranski presented a list of promotions and the Board selected their assignments.

Superintendent Baranski noted the change in date and location of the annual Salute to Excellence; and shared event details. Salute to Excellence will be held at Towne Center Park, at 5:30 pm, on Tuesday, May 31.

#### I. **BOARD COMMUNICATION**

Member Burns shared visiting Rio Seco and Cajon Park schools, along with Member Ryan and the Superintendent. He noted seeing great things in the classroom; and things needed to be addressed. Member Burns highlighted the visit to Emily Langfus' classroom where she was dissecting a sheep's eye. Both Members Burns and Ryan agreed it was great classroom instruction and engagement. Member Burns shared it was great seeing all the great things happening at the schools.

Member Fox shared expecting to continue with school visits, along with Member El-Hajj, in the near future.

Member Ryan asked that they coordinate visits and shared enjoying being able to visit school sites; since she was unable prior to retirement. Member Ryan inquired on the Board's attendance to Honoring Our Own and the Chamber of Commerce Heroes Award Night.

Member Burns shared other districts have the entire governance team visit schools together. He explained being at a school during a governance team visit and noted it was interesting to hear each other's perspectives. Member Burns suggested the Board do the same next year. President Levens-Craig asked to be reminded in July to coordinate calendars.

#### J. **CLOSED SESSION**

President Levens-Craig announced that the Board would meet in closed session for:

1. **Conference with Legal Counsel – Existing Litigation** (Gov't. Code § 54956.9)
  - OAH#s: 2021110745
2. **Public Employee Discipline/Dismissal/Release** (Gov't. Code § 54957)
3. **Conference with Labor Negotiator** (Gov't. Code § 54957.6)
  - Purpose:* Negotiations
  - Agency Negotiators:* Tim Larson, Assistant Superintendent
  - Employee Organizations:* Santee Teachers Association (STA); and  
Classified School Employees Association (CSEA)
4. **Public Employee Performance Evaluation** (Gov't. Code § 54957)
  - Superintendent*

The Board entered closed session at 7:30 p.m.

**K. RECONVENE TO OPEN SESSION**

The Board reconvened to public session at 9:45 p.m. and reported the following action was taken:

It was moved by Member Fox, to reach a settlement agreement regarding OAH #: 2021110745 and release the District of potential liability.

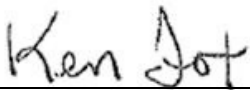
<b>Motion:</b>	<u>Fox</u>	<b>Levens-Craig</b>	<u>Aye</u>	<b>Burns</b>	<u>Aye</u>
<b>Second:</b>	<u>Burns</u>	<b>El-Hajj</b>	<u>Aye</u>	<b>Ryan</b>	<u>Aye</u>
<b>Vote:</b>	<u>5-0</u>	<b>Fox</b>	<u>Aye</u>		

It was moved by Member Levens-Craig, to Release employee #: 632798 from employment in Santee School District.

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

**L. ADJOURNMENT**

With no further business, the regular meeting of April 19, 2022, was adjourned at 9:45 p.m.

  
\_\_\_\_\_  
Ken Fox, Clerk

  
\_\_\_\_\_  
Dr. Kristin Baranski, Secretary