

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

March 6, 2018
MINUTES

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

A. OPENING PROCEDURES

1. Call to Order and Welcome

President El-Hajj called the meeting to order at 7:00 p.m.

Members present:

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

3. Pledge of Allegiance

President El-Hajj invited Elizabeth Kuhl and Alyssia Whitfield, 5th grade students from Carlton Oaks School, to lead the members, staff, and audience in the Pledge of Allegiance.

4. Approval of Agenda

Member Burns moved approval.

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

B. REPORTS AND PRESENTATIONS

1. Superintendent's Report

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

2. Spotlight on Education: Cajon Park School

Mike Olander, Principal at Cajon Park School, expressed his gratitude for being allowed to share the wonderful things happening at Cajon Park School; and proceeded to introduce his team. Principal Olander shared the presentation would cover Performance Data; Professional Learning Focus: Engagement; Three (3) Pillars of Behavioral Interventions; and Mainstreaming.

Principal Olander shared the performance data showed gains in four, of the six areas, in language arts; and sustained and/or made gains in four, of the six, grade levels in mathematics. He mentioned in comparison to the 2015 school year data, Cajon Park is in the 94th percentile on the School Climate Index comparing all school in the state in the 2017 school year data. An increase from 84th percentile in 2015. Cajon Park is in the 97th percentile on the School Climate Index

comparing similar school in the state. This is an increase from 75th percentile in 2015. He shared the following slide that showed the specific areas where we are showing increases in a positive school climate.

School Climate Index Subscale Results

	SCI Scores			
	2015	2016	2017	Change
Overall Supports and Engagement	314	-	345	+31
High expectations and caring relationships	330	-	308	-22
Opportunities for meaningful participation	322	-	324	+2
Perceived school safety	311	-	343	+32
School connectedness	305	-	351	+46
Overall Low Violence and Substance Use	380	-	393	+13
Low physical violence perpetration	388	-	405	+17
Low physical/emotional violence victimization	385	-	378	-7
Low harassment and bullying	360	-	375	+15
Low substance use at school	396	-	404	+8

Other Indicators

Selected Student-Reported Indicators (California Healthy Kids Survey)

	2015	2016	2017	Change
Try hard on school work	81%	-	83%	+2
Truant more than a few times	3%	-	6%	+3
Feel a part of the school	58%	-	71%	+13
Safety at school	65%	-	77%	+12
Harassed or bullied at school	43%	-	30%	-13
Experienced chronic sadness/hopelessness	25%	-	14%	-11

Tiffani Brown, Curriculum Resource Teacher, shared this year's focus was student engagement. She explained the year-long professional learning focus on increasing student engagement has included active learning for teachers, demonstration models, Google classroom platform, focus on developing active and engaged classrooms, exploration of homework and classwork strategies, and opportunities to implement and revisit strategies. She shared all sessions end with teacher feedback on next steps; and read a few teacher feedback comments.

Principal Olander shared the Three (3) Tiers of Behavioral Support include Social Emotional Learning (SEL); Positive Behavior Interventions & Supports (PBIS); and Therapeutic Responses.

Kirsten Stretton, Counselor, shared her excitement on the work being done at Cajon Park around social and emotional learning. She shared the school is using a systematic approach (classroom learning, counseling support, school and community partnerships, and behavioral RTI/data) where every aspect is intertwined (i.e., using discipline data to drive their support services).


JoHanna Simko, Vice Principal, shared they have worked as an entire staff to implement a school-wide Positive Behavior Intervention and Support (PBIS) program. The entire staff received Trauma Informed and Circles training in August of 2016; and were offered the opportunity to attend restorative practices training. She mentioned that approximately 75% of the staff attended training and they continue to offer the opportunity for teachers to attend. Their goal is to have 100% of staff trained on restorative practices. Vice Principal Simko shared the school climate committee developed a behavior matrix that teaches students the expected behaviors. She explained the Majors vs Minor grid provides a framework for the teachers to manage discipline. An important component of Cajon Park's PBIS Program is data collection. Instead of an old-fashioned paper referral, Cajon Park is using a digital system to track behaviors; which allows to get the information more quickly and to track trends in their behavioral data. The school is tracking students who are repeating behaviors, where behaviors are taking place and frequency of these behavior concerns, etc. Vice Principal Simko shared that approximately every six (6) weeks, staff meets in teams, K-3 and 4th-8th, to review behavioral data and to determine action steps as an entire staff. The school has built behavioral analysis into their professional development schedule. Teachers look through data in grade levels and collaborate to identify

trends and determine positive behavior interventions. She shared this is also a component of their restorative practices tier of intervention.

Falcon Proud

	P Prepared	R Respectful	O Own Your Actions	U Unified	D Disciplined
Classroom	Arrive on time and with all materials.	Follow all classroom & school expectations. Follow school dress code.	Be active, ask questions and show you care.	Demand the highest performance of yourself and others.	Be a problem solver and resolve conflicts peacefully.
Hallways & Transitions	Wait for teachers before entering classrooms.	Keep hallways clean. Quiet voices. Respect learning in others classroom.	Go directly to and from destination. Keep hands, feet and objects to yourself.	Hang backpacks on hooks. Keep your school clean!	Walk in hallways and on school property. Use ramps and stairs correctly and safely.
Lunch Area	Listen and respond to signals. Know your lunch number. Sit at your assigned table.	Use quiet voices. Be polite. Keep it clean. Listen to supervisors.	Clean up your trash. Get food quickly and quietly. Stay in line.	Keep voices at a low level. Use good table manners. Wait to be excused.	Stay at your table and follow the guidance of the person in charge. Eat your own food.
Restrooms	Use during recess, lunch and breaks. Have a pass, sign, or agenda	Keep it clean. Respect others' privacy.	Use restroom quickly, quietly, and exit immediately.	Use trash cans. Report problems and damage.	Flush toilets & wash hands with soap. Be timely.
Office, Library & MPR	Bring all materials. Know why you are there. Have a slip for office.	Wait patiently & quietly. Use good manners.	Tell the truth. Return books & pay for lost books. Wait patiently.	Enter and exit quietly. Sit quietly & properly. Take care of books	Walk directly to and from. Be on best behavior.
Entrance & Exit to school	Bring all materials. Be on time!	Have a positive attitude!	Walk Wait in designated areas.	Wear clean and dress code friendly clothing.	Stay on sidewalks Sit quietly in assigned areas.
Playground	When bell rings freeze.	Treat others the way you want to be treated.	Return all equipment. Play fair and include everyone.	Put found items in Lost and Found.	Stay in supervised areas. Walk to and from.

Majors v Minors

Cajon Park Major/ Minor Behavior Grid				
	<u>Warning/Reteach</u>	<u>Minor</u>	<u>Major</u>	<u>Expected Behavior</u> PROUD Behavior Grid
	Steps: 1. Teacher handled, 2. No documentation required 3. Teacher discretion for consequences and personal documentation	Steps: 1. Teacher handled 2. Teacher assigns own or building consequence. 3. Log using google form to track behaviors and communicate with admin.	Steps: 1. Teacher completes the referral form. 2. With teacher input admin. assigns consequence. 3. Admin. contacts parents. 4. Admin. communicates outcome with teacher and/or teaching team.	
Inappropriate Language	Offensive remarks or gestures in a casual manner inappropriate sexual connotations; <u>putdowns</u> to a particular subgroup.	Repeated pattern of any inappropriate language.	Swearing used to harass, intimidate, show defiance, create an unsafe climate.	Language that is socially appropriate and respectful
Fighting/ Physical Aggression/ Threats	Rough play	Pre-flight aggressive posturing, wrestling, bumping into others	Hitting or kicking; encouraging another to fight; retaliating	Respect for others' personal space -Walking away from and reporting possible conflicts
Defiance/Disrespect/ Noncompliance	Passive refusal to participate, extremely slow in response to request, testing the limit.	Ignoring reasonable request to stop low level disruption; overt refusal to participate	Repeated refusal, ignoring reasonable request that leads to escalation and/or to an unsafe situation	- Acting in a cooperative manner respectful of school and classroom expectations - Responding appropriately when addressed

Chasity Forster, Administrative Intern, shared their restorative practice approach sees conflict or misbehavior as an opportunity for students to learn about the consequences of their actions, to develop empathy with others, and experience how to make amends in such a way as to strengthen the community bonds that may have been damaged. A focus on harm done rather

than rule breaking. Administrative Intern Forster explained restorative circles is a process used to bring students together with the student/s responsible for the harm in a safe space. Within the circle, their conversations are real and students share real feelings using restorative questions and dialogue. She explained classroom circles are also a foundation of the process. All students at Cajon Park participate in circles. Students are able to connect and collaborate with others at much deeper levels. During classroom circles, students are developing relationships, building a community, working on conflict resolution, healing, support, and decision-making. Restorative practices cultivate a culture in which everyone feels like they belong. They build a particular sense of community in which every member at Cajon Park (students, teachers, parent volunteers, aides) feel that they are seen, heard, and respected.

Principal Olander shared that part of Cajon Park's therapeutic response is the Learning Based Consequences model. He explained that when a student has an unexpected behavior, staff's expectation is to teach them appropriate behavior and are provided with the necessary tools so if they are found in a similar situation they can appropriate respond with the expected behavior.

Brianna Medina, Special Day Class (SDC) Teacher at Cajon Park, shared that last year one of Cajon Park's SDC classes piloted an inclusion model where students began their day in their mainstreaming class and remained with their general education classroom across 50% of their school day. This resulted in improved general and special education student behavior; improved student self-esteem; access to general education class, collaborative grouping, and grade level activities; opportunities for general education teachers to provide more input at IEP meetings; and positive collaboration between Specialized Academic Instructors and General Education Teachers' resulting in meeting the needs of special education students. She explained that this year, Cajon Park has continued the inclusion model and significantly increased the amount of mainstreaming opportunities. Cajon Park's next steps are that all special education students have their own desks in their general education classroom to ensure a welcoming environment; and special education students attend assemblies and all other activities with their general education peers.

The Board expressed their appreciation to the Cajon Park team for their presentation.

3. Spotlight on Education: Carlton Oaks School

Andy Johnston, Principal at Carlton Oaks, shared the Carlton Oaks Family was very excited to have this opportunity to share and highlight the great things at Carlton Oaks School. He welcomed his team and self-introductions were conducted. Principal Johnston shared that at Carlton Oaks School, they believe in the education of the whole child; and consider the creative, social, emotional, physical and intellectual aspects of each individual student to be paramount to the school's mission and vision. He shared much of what being presented was a direct result of their efforts to align with that work. He explained Carlton Oaks would continue to refine and focus their intentions and action steps as they work toward the 360-degree development of each wonderfully complex Carlton Oaks student. He explained information would be presented around some of their most dearly held values; would share their instructional focus, creative arts focus, growth mindset perspective, and their continually evolving culture of caring and kindness.

Principal Johnston mentioned using the book, "Good to Great" written by Jim Collins, which he explained was provided by Dr. Lis Johnson during her tenure as Superintendent. He mentioned that using the Center for Educational Leadership's Five (5) Dimensions of Learning, a rubric built on the meta-analysis of best practice research, the Carlton Oaks faculty is focusing on Student Intellectual Engagement as an instructional focus. Through all curriculum and standards, you will find the common thread of "thinking, discussing, writing, synthesizing". Carlton Oaks believes in working to emphasize and reinforce opportunities for students in this area. Principal Johnston explained that the Carlton Oaks faculty members continue to meet in grade level and department professional learning teams to do the important work of analyzing student work, developing and organizing learning experiences to address learning needs, formatively assessing student growth and making decisions regarding future learning experiences. Staff is confident that by keeping their instructional focus at the forefront of their work, and by working together, they will see dramatic increases in achievement levels for all students.

Principal Johnston shared Carlton Oaks has a rich history of providing artistic and creative opportunities for students. He explained there is no shortage of research that promotes the

importance of creative, artistic expression and activity and its positive effects on learning. Aligning with the whole child focus, the faculty developed a multi-year creative arts focus to provide opportunities and direction for our students. One of the highlights include the resurgence of enrichment opportunities for all of our students through the Carlton Oaks Coalition of the Arts Program (COCOA). Students are given the opportunity to choose an artistic focus area to pursue and to enjoy artistic education in the area of visual, performing or media based arts. Students were given the opportunity to study ukuleles, recorders, dance, singing, visual arts including cartoon portraits, landscape portraits, and media arts such as photography and movie making. He commend the teachers for their extra efforts to provide these learning opportunities, and all of the work that goes into each lesson.

Principal Johnston mentioned a focus has been done around the work of Carol Dweck, and her seminal book regarding *Mindset*. He shared the importance of a Growth Mindset continues to be a focus at Carlton Oaks. Staff believes that a culture where mistakes are not only permissible, but encouraged, will develop a generation of challenge seekers and risk takers. Principal Johnston shared Carlton Oaks wants their students to pursue difficult problems and to embrace their inevitable failures as learning opportunities. Students are asked to remember that they do, not learn from their mistakes.

Leah Saunders, Vice Principal, shared all of the work has been supported through our Carlton Oaks "Culture of Caring." Staff is working to support and continue this work with input and guidance from our School Climate Committee. She shared the purpose of their climate committee is:

To promote school-wide norms, values, and expectations that support a socially, emotionally and physically safe campus in order to maintain optimal conditions for learning.

Vice Principal Saunders mentioned the Carlton Oaks' school climate growth began with the physical climate in our gardens. The District's Maintenance and Operations Department began the campus beautification work at Carlton Oaks. This included work on rose gardens, butterfly Gardens, and Kumeyaay Native gardens. In addition to this, the school was painted, blacktops were resurfaced, and a well was dug to provide water for gardens and campus cleaning. She shared not only did the District landscapers do an amazing job of setting the physical foundation of caring for Carlton Oaks, Chris Erwin, from Maintenance & Operations, spent time with students doing community service on weekends and helped set students up for success in building their own edible gardens.

Vice Principal Saunders shared the students and their community stepped up and did their part to raise funds for the gardens through Healthy Planet seed sales, Halloween candy buy-back, and a California Native Plant Society grant. She mentioned having a plan in place to help cover on-going costs and maintenance for the gardens with community recycling days and the support of the San Diego County Urban Corps.

Vice Principal Saunders shared the students have taken extraordinary efforts in caring for the physical climate of the school and this is translating to caring for the emotional and social growth as well. The gardens have become outdoor classrooms where students feel safe and comfortable on their campus. With this powerful model of teamwork, collaboration, and commitment, Carlton Oaks students have taken pride in the physical and emotional climate that they helped create.

She shared Julie Venolia, teacher at Carlton Oaks, worked to document the plants in the gardens and Carlton Oaks' application to the North American Butterfly Association has been accepted. Carlton Oaks is now officially recognized as having a certified butterfly garden providing the resources that increase the world's population of butterflies. In addition to this, Carlton Oaks will also be recognized as a San Diego Native Plant Garden site.

Teachers, campus aides, and Project SAFE have all worked with students to build a positive playground culture with consistent recess equipment, games and rules throughout their days. Carlton Oaks Kindness Week was an amazing opportunity for students to show that they cared for their school.

Principal Johnston expressed his gratitude towards the students, parents, and staff that attended the meeting in support of Carlton Oaks. The Board expressed their gratitude towards the Carlton Oaks family.

C. PUBLIC COMMUNICATION

President El-Hajj 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 El-Hajj invited comments from the public on any item listed under Consent.

- 1.1. Approval of Minutes
- 2.1. Approval/Ratification of Travel Requests
- 2.2. Acceptance of Donations, Grants, and Bequests
- 2.3. Approval/Ratification of Expenditure Transactions Charged to District Issued Purchasing Cards (P-Cards)
- 2.4. Approval of Western Environmental & Safety Technologies, Inc. for Asbestos Reporting Update per AHERA Regulations
- 2.5. Authorization to Solicit Informal Bids through CUPCCAC and Formal Bids for 2018-19 Deferred Maintenance Projects
- 2.6. Approval of Agreement with Vavrinek, Trine, Day & Co., LLP TD for Audit Services
- 3.1. Approval of Nonpublic Agency Master Contract with New Haven Youth Services for Therapeutic Behavioral Services
- 3.2. Approval of Increase in Services Provided by Nonpublic Agency Vista Hill Learning Assistance Center for Educationally Related Mental Health Services (ERMHS)
- 4.1. Personnel, Regular
- 4.2. Approval of Memorandum of Understanding between Santee School District and Managed Health Network (MHN) Government Services LLC for Military Family Life Counseling Program (MFLC) and Support Services for Military Students at PRIDE Academy and Sycamore Canyon Schools
- 4.3. Approval to Increase Work Hours for Classified Non-Management Position
- 4.4. Adoption of Resolution No. 1718-24 for Non-Reelection of Temporary Certificated Non-Management Employees
- 4.5. Approval of Short Term Position

President El-Hajj acknowledged, and expressed appreciation for, the \$3,000 donation, from the Santee Barnes & Noble, to Hill Creek School for library items. Member Burns moved approval.

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

E. DISCUSSION AND/OR ACTION ITEMS

Superintendent

1.1. Approval of Contracts for Assistant Superintendents

Superintendent Baranski shared one of her goals was to provide organizational equity amongst the Assistant Superintendents. One of these ways was to make sure the three Assistant Superintendents have employment contracts, a common practice for school district of similar size. She explained Mr. Christensen has been on a contract since his employment in the District and she felt there should be equity amongst the three Assistant Superintendents because their work is valued equally. Superintendent Baranski shared the contracts have similar language and salary. She explained in the past, the Assistant Superintendents have followed the certificated management salary schedule and fell under the "me too" clause. She explained the "me too" clause meant that the Assistant Superintendents were provided the same salary increases as the certificated management staff; this would no longer be the case.

Superintendent Baranski shared the contracts contained a one percent (1%) increase, retroactive to July 1, 2017; and a two percent (2%) increase the subsequent years. She explained the

contract contained clauses that were tied to their performance and the Board's discretion on any necessary increase and/or decrease. Superintendent shared that Mr. Christensen's contract previously contained an annuity and that would now become part of his salary. Superintendent Baranski mentioned this would place the three Assistant Superintendents at the same salary rate. Member Burns mentioned he supported the organizational equity and it was important to note the contracts did not include a "me too" clause. He shared all of the Executive Council members play a vital role in negotiations and it eliminates the conflict of interest during the negotiations process. Member Ryan moved approval.

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

1.2. California School Boards Association (CSBA) 2018 Delegate Assembly Election

Superintendent Baranski reported it was time to cast a unit vote to fill the vacancies in the CSBA Delegate Assembly. President El-Hajj asked for Member Ryan's recommendation. Member Ryan recommended voting for representatives from National SD, Carlsbad USD, Grossmont Union HSD, Solana Beach SD, and Encinitas Union ESD. Member Ryan moved to cast their unit vote, of the aforementioned, to fill the vacancies for the CSBA Delegate Assembly Region 17 representatives.

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

Business Services

2.1. Approval of Second Interim Report

Karl Christensen, Assistant Superintendent of Business Services, shared information on the second interim report. Mr. Christensen explained figures were similar to those presented at the Budget Workshop and highlighted some of the funds. He provided the Board with a Snapshot of All (District) funds. Mr. Christensen referenced the Change in Fund Balance (line 22) and noted the change in the fund balance of -\$537,285, an operating deficit in the Unrestricted General Fund; and noted there was no structural deficit in the Restricted General Fund. He explained the -\$6,512 was an operating deficit; and noted the total Change in Fund Balance of -\$543,797 with the current assumptions.

Mr. Christensen mentioned the Child Development Fund (Fund 12) showed a minor surplus. He shared Administration was discussing possible one-time expenditures to expend some funds. Fund 13 (Cafeteria Fund) showed a reduction in fund balance of -\$176,735. Mr. Christensen explained that approximately \$70,000 of that was structural; and shared that a possible structural deficit might be forming. He shared working with Cathy Abel, Director of Child Nutrition, on reducing expenditures. Mr. Christensen explained Fund 14 (Deferred Maintenance) was expected to be spent to its entirety. The projected ending balance for Fund 17 (Special Reserve Fund) is projected to be \$2,970,684; and Special Reserve Fund 40 is projected to have an ending balance of \$4,399,624. He explained Fund 40 is a combination of Hill Creek's Solar Project Technology Reserve, Bus replacement reserve and Facility Needs Budget resources.

Mr. Christensen explained that Fund 25 (Capital Facilities) was ending with a Projected Ending Fund Balance of \$3,562,801. He shared Fund 25 was made up of former RDA Funds (approximately \$300,000); land sale proceeds (approximately \$2 million); and developer fees resources (approximately \$1.2 million). Fund 35 (County School Facilities) showed income of \$1,926,702; funds for the Pepper Drive School and Rio Seco School relocation projects.

He explained Enterprise Fund 63 are funds from Project SAFE and Yale. Mr. Christensen shared Project SAFE showed a Change in the Fund Balance of -\$260,047. He explained this was due to the payments on the portables at Pepper Drive and Rio Seco schools. Mr. Christensen shared that with the fee increase in Project Yale, the Projected Beginning Fund Balance was estimated at a little over \$1,000,000. The revenue projection has been downgraded to approximately \$870,000 based on the current situation through December - January. He explained that the primary reason for the reduction in revenue was due to reduction in enrollment. Mr. Christensen shared that

when the fee increase analysis presented to the Board in June, an approximate \$94,000 in ending surplus was projected in 2017-18. It is now an approximate \$1,600 surplus. Mr. Christensen mentioned Administration is looking at various options for addressing the issue.

2017-18

Snapshot All Funds

LN#	Description	General Fund			Child Dev Fund 12	Cafeteria Fund 13	Deferred Maint Fund 14	Special Reserve Fund 17	Special Reserve Fund 40
		Unrest	Rest	TU					
1	INCOME:								
2	LCFF Sources	52,986,522	305,415	53,291,937	0	0	0		
3	Federal Revenue	50,000	2,519,803	2,569,803	0	1,643,806	0		41,364
4	Other State Revenue	2,179,612	3,397,364	5,575,976	312,557	112,443	0		
5	Other Local Revenue	991,891	3,837,680	4,829,571	997	676,607	2,510	38,847	43,630
6	Interfund Transfers In	20,170	0	20,170	0	0	535,000		1,729,781
7	Other Sources	0	0	0	0	0	0		0
8	Total Income	56,227,195	10,060,262	66,287,457	313,544	2,432,856	537,510	38,847	1,814,776
9	OUTGO:								
10	Certificated Salaries	24,816,377	5,810,103	30,626,480	89,419				
11	Classified Salaries	5,934,319	3,557,789	9,492,108	92,062	978,094	0		0
12	Employee Benefits	8,705,146	5,205,189	13,910,335	49,480	244,133	0		0
13	Books and Supplies	3,324,493	1,135,992	4,460,485	29,632	1,050,653	0		1,200
14	Services, Other Operating Expenses	3,077,048	2,240,272	5,317,320	16,533	111,302	575,783		439,744
15	Capital Outlay	165,665	270,923	436,588	0	100,239	53,491		576,415
16	Other Outgo	958,891	44,555	1,003,446	0	0	0		367,614
17	Transfers of Indirect/Direct Costs	-830,682	685,393	-145,289	20,119	125,170			
18	Interfund Transfers Out	1,729,781	0	1,729,781					
19	Other Uses	0	0	0					
20	Contributions to Restricted Programs	8,883,441	-8,883,441	0	0	0			
21	Total Outgo	56,764,479	10,066,774	66,831,254	297,245	2,609,591	629,274	0	1,384,973
22	Change in Fund Balance	-537,285	-8,512	-543,797	16,299	-176,735	-81,764	38,847	429,803
23	Projected Beginning Fund Balance	14,325,701	390,515	14,716,215	5,057	589,323	95,639	2,931,837	3,969,821
24	Projected Ending Fund Balance	13,788,415	384,002	14,172,418	21,356	412,588	3,875	2,970,684	4,399,624
25	Committed Fund Balance	0	0	0			3,875		
26	Non-Spendable Fund Balance	467,001		467,001		55,481			
27	Restricted Fund Balance	0	384,002	384,002	21,356	357,108			
28	Assigned Fund Balance	238,200		238,200					4,399,624
29	Unassigned - Economic Uncertainty	2,004,938	0	2,004,938					
30	Remaining Unassigned	11,078,276	0	11,078,277	0	0	0	2,970,684	0

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2017-18

Snapshot All Funds

LN#	Description	Building Fund 21	Capital Facilities Fund 25	County School Facilities Fund 35	Enterprise Fund 63	Yale	Project SAFE
2	LCFF Sources						
3	Federal Revenue						
4	Other State Revenue			2,515,330			
5	Other Local Revenue	0	1,265,467	9,000	3,245,687	890,418	2,355,269
6	Interfund Transfers In	0	398,000		0	0	0
7	Other Sources		0				
8	Total Income	0	1,983,467	2,524,330	3,245,687	880,418	2,355,269
9	OUTGO:						
10	Certificated Salaries				0		0
11	Classified Salaries		0		2,001,508	579,833	1,421,675
12	Employee Benefits		0		578,250	188,153	390,097
13	Books and Supplies	0	4,349		184,225	39,994	144,231
14	Services, Other Operating Expenses	0	19,000		321,978	80,835	241,143
15	Capital Outlay	0	1,266,441	597,628			
16	Other Outgo		370,741				
17	Transfers of Indirect/Direct Costs						
18	Interfund Transfers Out		0		418,170		418,170
19	Other Uses				0	0	0
20	Contributions to Restricted Programs						
21	Total Outgo	0	1,980,531	597,628	3,504,131	888,815	2,615,316
22	Change in Fund Balance	0	2,938	1,926,702	-288,444	1,603	-280,047
23	Projected Beginning Fund Balance	0	3,559,865	0	1,382,868	328,657	1,054,211
24	Projected Ending Fund Balance	0	3,562,801	1,926,702	1,124,424	330,260	794,164
25	Committed Fund Balance						
26	Non-Spendable Fund Balance						
27	Restricted Fund Balance	0	3,562,801	1,926,702	1,124,424	330,260	794,164
28	Assigned Fund Balance						
29	Unassigned - Economic Uncertainty						
30	Remaining Unassigned	0	0	0	0	0	0

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Mr. Christensen explained the Projected Budget Summary (multi-year projection) showed assumptions previously discussed at the budget workshop. He shared that this included the transfers previously authorized by the Board; \$1,000,000 for Technology; \$1.7 million to the Bus Replacement Reserve; and \$300,000 for Deferred Maintenance. Mr. Christensen shared this did not include any compensation increases. He explained that based on the current assumptions, the multi-year projections showed a declining reserve percentage. The assumptions include COLA only increases for LCFF after 2018-19. Mr. Christensen explained that in 2019-20, the projection is full funding of the LCFF. The out-years show COLA only increases that are consistent with the Department of Finance and School Services of California projections. He clarified that the Second Interim, multi-year projections will go through 2019-20; and that upon adoption of the 2018-19 budget, the multi-year projections for the 2020-21 school year is added and that was the reason it was being included.

Mr. Christensen shared the Estimated Structural Surplus (Deficit) in 2017-18 shows a slight structural surplus that would continue into 2018-19; and then a possible structural deficit in 2019-20. He clarified these assumptions would change with other expenditure changes.

General Fund Multi-Year Projection Summary

2017-18 2nd Interim

#	Item	2016-17		2017-18		2018-19		2019-20		2020-21	
		Unrestricted	Restricted	Unrestricted	Restricted	Unrestricted	Restricted	Unrestricted	Restricted	Unrestricted	Restricted
1	Beginning Fund Balance	12,665,955	966,446	\$14,325,701	\$390,515	\$13,788,415	\$384,002	\$11,146,043	\$80,000	\$8,957,201	\$80,000
2	Fund Balance Adjustments	0		(1)							
3	Total Income	\$56,255,333	\$9,545,800	\$56,227,195	\$10,060,282	\$59,535,621	\$9,040,216	\$58,971,588	\$9,040,081	\$60,520,439	\$9,040,081
4	Total Outgo	\$54,595,588	\$10,121,731	\$56,764,479	\$10,068,774	\$62,177,993	\$9,344,218	\$61,160,430	\$9,040,081	\$61,613,412	\$9,040,081
5	Change in Fund Balance	\$1,659,745	(\$575,931)	(\$537,284)	(\$6,512)	(\$2,642,371)	(\$304,002)	(\$2,188,842)	\$0	(\$1,092,972)	\$1
6	Ending Fund Balance	\$14,325,701	\$390,515	\$13,788,415	\$384,002	\$11,146,043	\$80,000	\$8,957,201	\$80,000	\$7,864,229	\$80,001
7	Total Reserves	\$14,986,588		\$16,053,897		\$13,416,233		\$11,231,845		\$10,142,044	
8	Reserve as % of Expenditures	23.13%		24.02%		18.76%		16.90%		14.35%	
9				Amount	Value	Amount	Value	Amount	Value	Amount	Value
10				COLA:	1.56%	2.51%	2.41%	2.80%			
11	Assumed LCFF Rev Increase (w/ ADA changes):			2.52%	\$1,313,849	5.68%	\$3,041,150	2.41%	\$1,362,564	2.67%	\$1,548,852
12	Assumed LCFF [Base Only] Rev Increase (w/ ADA changes):			1.87%	\$977,329	4.71%	\$2,518,681	2.18%	\$1,233,007	2.53%	\$1,487,470
13	*Included Annual Operating Cost Increase Impact to Unr GF:			4.71%	\$2,457,294	4.87%	\$2,608,507	3.93%	\$2,221,285	3.39%	\$1,965,020
14	Estimated Structural Surplus(Deficit)	\$1,272,842		\$640,474		\$551,344		(\$407,818)		(\$534,972)	
15				GAP Funding:	44.97%	G-SSC	100.00%	100.00%		100.00%	
16				1% Reserve Equivalent:	688,355		715,151		701,990		706,763
17				1% LCFF Increase:	521,535		535,215		565,827		579,252
18				1% Salary Increase Equivalent:	463,318		479,059		491,962		503,688

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

*Governor's Jan 2018 Proposal, including one-time funds
 *16-17 P2 ADA for all years
 *17-18 CalPADs EST UPC for all years
 *LCFF Full Funding 18-19, COLA increases thereafter
 *Add'l tsfrs for Tech, Bus, and DM

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Member Ryan moved approval of the Second Interim Report.

Motion: Ryan
 Second Fox
 Vote: 5-0

El-Hajj Aye
 Fox Aye
 Burns Aye

Levens-Craig Aye
 Ryan Aye

2.2. Approval of Monthly Financial Report

Karl Christensen, Assistant Superintendent of Business Services, shared the budget revision portion of the monthly financial report was what was previously presented for Second Interim. He shared the District ended the month of January with a cash balance in the General Fund of \$16 million and it is projected the District will be able to meet all of its financial obligations.

Motion: Ryan
 Second Levens-Craig
 Vote: 5-0

El-Hajj Aye
 Fox Aye
 Burns Aye

Levens-Craig Aye
 Ryan Aye

2.3. Bond Reauthorization and Capital Improvement Program Projects

Superintendent Baranski provided a brief introduction of the item prior to Mr. Christensen’s presentation. She shared being with the District for 20 years and recalled working with the Board in moving forward with propositions. Superintendent Baranski mentioned the Chet F. Harritt community had come forward to express their concerns on the remaining commitments. She shared Mr. Christensen had done a great job putting together a historical perspective as a refresher for everyone in attendance. Superintendent Baranski mentioned the data, going back to 2006, would assist as discussions move forward as to what to do next in terms of the CIP projects that have not been completed. She mentioned this item was being presented for informational purposes only; and clarified there may be a need for direction required prior to the March 20 meeting, which would be the next step in the timeline for the bond reauthorization. Member Burns shared it was unfortunate that some of the people that would benefit from the historical data were not present to listen to the presentation.

Mr. Christensen shared his presentation would include historical data, remaining CIP projects, and construction costs. He explained the need for direction on moving forward with bond reauthorization and the process; and the need to begin discussions of a project list that would be part of the bond reauthorization, if the District decided to move forward. Mr. Christensen explained there would be a need for other decision points required by the March 20 meeting. He shared one of those decision points included conducting a voter survey. Mr. Christensen explained a voter survey was conducted in June 2016; but mentioned a new survey may be beneficial before returning with a final resolution.

He shared the capital improvement program, a \$130 million program, was launched in November 2006 with the passage of Proposition R. Mr. Christensen shared the plan was the District would receive \$60 million in general obligation bond proceeds; \$45 million in State Facilities grants; issue \$20 million in Certificates of Participation; and \$5 million from developer fees land sale proceeds, and interest earnings. He mentioned the planned projects were as follows:

CIP: Planned Projects									
School	JH Bldg	LRC	Classrm Mod	HVAC	Electrical and Data	ADA Upgrades	Shade Structures	Play Equipmnt	Field/Lnd Imprvmt
Cajon Park	X	X	X	X	X	X	X	X	X
Carlton Hills	X	X	X	X	X	X	X	X	X
Carlton Oaks	X	X	X	X	X	X	X	X	X
Chet F Harritt	X	X	X	X	X	X	X	X	X
Hill Creek	X	X	X	X	X	X	X	X	X
Pepper Drive	X	X	X	X	X	X	X	X	X
PRIDE Academy		X	X	X	X	X	X	X	X
Rio Seco	X	X	X	X	X	X	X	X	X
Sycamore Canyon		X	X	X	X	X	X	X	X

Mr. Christensen explained the planned funding sources and the funding sources that have been used to date; and the complete and remaining projects. He clarified the “x” stood for completed projects and “yellow” squares were remaining projects. Mr. Christensen mentioned the classroom modernization at Pepper Drive was 90% complete because it still lacked cabinetry (a teaching wall) that was added to the other schools. He shared the electrical and data is in the process of being completed; and the ADA upgrades required the installation of an additional accessible ramp to be completed.

CIP: Sources Used

Planned Source	Amount
General Obligation Bond Proceeds	\$60.0 million
State Facilities Grants	\$45.0 million
Other Long-Term Debt (Certificates of Participation [COPS])	\$20.0 million
Other: Developer Fees, Land Sale Proceeds, Interest Earnings	\$5.0 million
Total	\$130.0 million

Used Source	Amount
General Obligation Bond Proceeds	\$44.6 million
State Facilities Grants	\$50.3 million
Other Long-Term Debt (Certificates of Participation [COPS])	\$20.0 million
Other: Developer Fees, Land Sale Proceeds, Interest Earnings, General Fund, Proposition 39 Energy Efficiency Funds, Grants	\$11.1 million
Total	\$126.0 million

\$15.4 million authorized but unissued

CIP: Completed Projects

School	JH Bldg	LRC	Classrm Mod	HVAC	Electrical and Data	ADA Upgrades	Shade Structures	Play Equipment	Field/Lnd Imprvmt
Cajon Park	X	X	X	X	X	X	X	X	X
Carlton Hills	X	X	X	X	X	X	X	X	X
Carlton Oaks	X	X	X	X	X	X	X	X	X
Chet F Harritt		X	X	X	X	X	X	X	X
Hill Creek	X	X	X	X	X	X	X	X	X
Pepper Drive	X	X	90%	X	X	99% (1 ramp)	X	X	X
PRIDE Academy			X	X	X	X	X	X	X
Rio Seco	X	X	X	X	X	X	X	X	X
Sycamore Canyon			X	X	X	X	X	X	X

Mr. Christensen shared the estimated projected cost of the remaining CIP projects. He clarified the projects were not being presented in any particular order. Mr. Christensen explained the estimated project cost for the two-story junior high building at Chet F. Harritt was \$14.3 million. He shared the remaining projects at Pepper Drive could not be quantified and were shown as "to be determined" or TBD because there is still a need to determine what additional projects are required. Mr. Christensen shared that Administration recommended moving forward with the three projects as part of the bond reauthorization list. He explained the primary reason for excluding Pepper Drive in the discussion was the three projects already exceeded \$15 million; and shared the learning resource centers at PRIDE Academy and Sycamore Canyon were estimated at \$6.5 million each. Mr. Christensen mentioned working with Christina Becker, Director of Maintenance & Operations and Facilities, on developing the estimated project costs.

He clarified the estimated project costs were determined by estimating a per-square foot cost and adding a percentage for soft costs (approximately 30%). Mr. Christensen explained the costs are not determined by any architectural plans or detail estimating. He shared actual plans would be necessary in terms of moving forward with the bond authorization to be able to reasonably estimate costs. Mr. Christensen shared that the District received a letter of termination on Monday, from the developer, for the Santee School site; and mentioned the Santee School site funds are uncertain at this time. He stressed this would need to be taken into consideration when developing the project list. Mr. Christensen clarified that does not mean the funds will not be available in the future. He shared the estimated project cost for the three projects was \$27.3 million.

Member Levens-Craig inquired on firms that would provide construction cost estimates and their cost. Mr. Christensen mentioned he is currently working on gathering names of firms that provide estimated project costs. He mentioned the plans for the learning resource centers already have Department of State Architecture (DSA) approval. The original plans for the junior high building at Chet F. Harritt have changed. He explained the Board approved changing the plans from a 10-classroom addition to an 8-classroom addition with the learning resource center on the bottom floor; and new plans have to be designed.

Remaining CIP Projects

Project	School	Estimated Hard Costs*	Estimated Soft Costs*	Estimated Project Cost*
New 2 story JH addition with LRC and PE; 8 permanent classrooms	Chet F Harritt	\$11.0m	\$3.3m	\$14.3m
Complete Modernization of existing classrooms and ADA upgrades	Pepper Drive	TBD	TBD	TBD
New Learning Resource Center	PRIDE Academy	\$5.0m	\$1.5m	\$6.5m
New Learning Resource Center	Sycamore Canyon	\$5.0m	\$1.5m	\$6.5m
Total		\$21.0m	\$6.3m	\$27.3m

*Unverified – Construction cost estimating needed

Mr. Christensen discussed the current and future sources for funding and the total needed to complete the remaining CIP projects. He mentioned the District has bond reauthorization funds of approximately \$15 million, approximately \$1.6 million of Renzulli funds, and \$1.2 million in developer fee funds that could be for the remaining CIP projects. Mr. Christensen explained that the bond reauthorization funds (if approved by voters), in combination the previously mentioned sources, would total approximately \$18 million; a good buffer for the project. He still recommended obtaining estimates. Mr. Christensen explained \$27.3 million in future sources are required. The District would need an additional \$12 million in funding. Mr. Christensen clarified the slide had been developed prior to the escrow being canceled on the former Santee School site property. He explained that without the \$12 million, the District has \$2.7 million to add to the bond reauthorization.

Mr. Christensen shared the following slide that reiterated why the District should move forward with a bond reauthorization. He explained the need to complete remaining projects. Mr. Christensen mentioned the debt management strategy plan (previously presented by Dale Scott, the District's Financial Advisory) contained the notion that if the District moved forward with the bond reauthorization, with short-term bonds (\$30 per hundred thousand), positioned the District ask voters to extend the tax rate in 2020 or 2022.

Mr. Christensen mentioned this item was being presented for informational purposes. He explained the needed to know if the Board still felt comfortable with moving forward with the bond reauthorization; and if the Board was comfortable with the three projects on the list; with the caveat that ballot language needs to be discussed and what is presented to the voters as projects that will be completed. Mr. Christensen mentioned the District needs to be clear that the cost of the three projects that remain is \$27 million; and that if the District only has the bond reauthorization funds and do not get the other funds, not all the projects may get completed. Mr. Christensen discussed conducting a voter survey and the correlation to the bond reauthorization timeline. He mentioned that if a voter survey was conducted, the results would be presented at the May 4th Board meeting. Mr. Christensen shared other items that would be presented for discussion and/or action at the March 20th meeting. Member Fox inquired on the cost of the survey. Mr. Christensen mentioned he would provide the Board with the cost prior to the March 20th meeting.

Remaining CIP Projects

Source	Thru 6-30-17	Future Source	Total Need
General Obligation Bond Proceeds	\$44.6 million	\$15.4 million	\$60.0 million
State Facilities Grants	\$50.3 million	TBD	\$50.3 million
Other Long-Term Debt (Certificates of Participation [COPS])	\$20.0 million		\$20.0 million
*Other: Developer Fees, Land Sale Proceeds, Interest Earnings, General Fund, Proposition 39 Energy Efficiency Funds, Grants	\$11.1 million	\$11.9 million	\$27.6 million
Total	\$126.0 million	\$27.3 million	\$160.1 million

Source	Currently Available	Anticipated	Total
Renzull Land Sale Proceeds	\$1.6 million		\$1.6 million
Santee Schl Site Land Sale Proceeds	\$0	\$11.0 million	\$11.0 million
Developer Fees	\$1.1 million		\$1.1 million
Total	\$2.7 million	\$11.0 million	\$13.7 million

Upon discussion, the Board asked Administration to continue moving forward with the process and provide their position on project priorities; inquire if there is interest from the second highest bidder of the former Santee School site property; cost of voter survey; and an estimated cost to conduct a construction cost estimate. President El-Hajj shared that in the future, Administration provide an estimated cost for repairs at Chet F. Harritt.

F. BOARD POLICIES AND BYLAWS

- 1.1. **First Reading: Revised Board Policy/ Administrative Regulation 3513.3, Tobacco-Free Schools**
 Revised Board Policy/Administrative Regulation 3513.3, Tobacco-Free Schools was presented as a first reading. Revised Board Policy/Administrative Regulation 3513.3, Tobacco-Free Schools, will return to the next meeting for a second reading and request for approval.
- 1.2. **First Reading: New Board Policy 3513.4, Drug and Alcohol Free Schools**
 New Board Policy 3513.4, Drug and Alcohol Free Schools is presented as a first reading. New Board Policy 3513.4, Drug and Alcohol Free Schools, will return to the next meeting for a second reading and request for approval.

1.3. First Reading: Revised Administrative Regulation 5125.2, Withholding Grades, Diploma or Transcripts

Administrative Regulation 5125.2, Withholding Grades, Diploma or Transcripts, was presented as a first reading. Administrative Regulation 5125.2, Withholding Grades, Diploma or Transcripts, will return to the next meeting for a second reading and request for approval.

G. BOARD COMMUNICATION AND ORGANIZATIONAL BUSINESS

Member Burns expressed his appreciation towards DiAnn Albert, Vice Principal at Chet H. Harritt, for the coordination of a successful art show. He mentioned being contacted by a community member that recommended the Board look into the *Chose Love Movement* curriculum by Jesse Lewis. Member Burns asked that Administration look into the program and share their perspective with the Board. He mentioned attending the Character Education and School Climate advisory meeting and inquired on the Board's preference on hearing the committee's recommendations. The Board asked that the committee present their recommendations to the Board for review. Member Burns shared attending the Chamber of Commerce awards ceremony. He asked the Board to allocate funds to Project SAFE to support their employee recognition program. It was the Board's consensus to allocate \$300 from the employee recognition account.

Member Ryan expressed her appreciation towards DiAnn Albert for her hard work in coordinating the art show.

Members Levens-Craig shared her visit to Chet F. Harritt. She shared her excitement and a picture of her new grandson.

Member El-Hajj shared participating in the Greater San Diego Reading Association Authors' Fair at Sycamore Canyon. She shared information on CSBA's Board Evaluation instrument that was discussed at one of her Masters In Governance sessions. She recommended the Board look into using the tool to provide a more thorough instrument. It was the Board's consensus to have Administration look into the instrument for possible use the following year. Member El-Hajj referenced using a Governance calendar in the past and mentioned it would be beneficial to use again.

Member Fox shared attending a joint conference with Santee City Council representatives, Marlene Best, City Manager, Vice Mayor Rob McNelis, and Council Member Stephen Houlahan. President El-Hajj and Superintendent Baranski were also present. He mentioned the group discussed development and their impact on schools. President El-Hajj mentioned it was a great meeting. She shared and discussed handouts, on projected developments, that were provided during their meeting. President El-Hajj shared the State of California enacted legislation on developments that limits city government authority; and limits development lawsuits. She shared the City of Santee is being "penalized" because of lack of growth in affordable housing. Member El-Hajj mentioned the Council Members were surprised to learn the teen center property by Chet F. Harritt was on Santee School District property. Superintendent Baranski shared they offered to meet twice a year.

Superintendent Baranski shared enjoying the Masters in Governance courses and looking forward to the upcoming sessions on the weekend.

Superintendent Baranski asked for follow-up from the Principals' meeting. The Board agreed they had great discussions. Member Burns asked that Administration keep the Board abreast of site discussions and plans on furniture. Superintendent Baranski shared a draft letter of support to the Broward County School Board for the recent tragedy at Marjory Stoneman Douglas High School. The Board asked that she move forward with mailing the letter.

H. CLOSED SESSION

President El-Hajj announced that the Board would meet in closed session for:

- 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)

2. **Conference with Real Property Negotiators** (Gov't. Code § 54956.8)
Purpose: Potential Extended Contingency Period
Property: 10335 Mission Gorge Road, Santee 92071
(formerly known as Santee School Site)
Agency Negotiator: Karl Christensen, Assistant Superintendent

3. **Public Employee Performance Evaluation** (Gov't. Code § 54957)
Superintendent

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

I. RECONVENE TO PUBLIC SESSION


The Board reconvened to public session at 10:55 p.m. and reported it was moved by President El-Hajj to authorize Administration to take steps to pursue contracting with the second highest bidder for sale of the Former Santee School Site.

Motion: El-Hajj
Second Ryan
Vote: 5-0

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

J. ADJOURNMENT

With no further business, the regular meeting of March 6, 2018 was adjourned at 10:55 pm.


Dustin Burns, Clerk


Kristin Baranski, Secretary