

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

October 15, 2019  
**MINUTES**

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

**A. OPENING PROCEDURES**

**1. Call to Order and Welcome**

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

Members present:

Ken Fox, President  
Dustin Burns, Vice President  
Barbara Ryan, Clerk  
Elana Levens-Craig, Member

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

President Fox announced Member El-Hajj would not present at the meeting due to a prior commitment.

**2. District Mission**

President Fox invited the audience to recite the District Mission.

**3. Pledge of Allegiance**

President Fox invited Boy Scout Troop #384, to lead the members, staff, and audience in the Pledge of Allegiance.

**4. Approval of Agenda**

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

|                |              |              |            |                     |                    |
|----------------|--------------|--------------|------------|---------------------|--------------------|
| <i>Motion:</i> | <u>Ryan</u>  | <i>Fox</i>   | <u>Aye</u> | <i>Levens-Craig</i> | <u>Aye</u>         |
| <i>Second:</i> | <u>Burns</u> | <i>Burns</i> | <u>Aye</u> | <i>El-Hajj</i>      | <u>Not Present</u> |
| <i>Vote:</i>   | <u>4-0</u>   | <i>Ryan</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. 2020-21 LCAP Timeline and Process**

Dr. Stephanie Pierce, Assistant Superintendent of Educational Services, shared the District was launching the start of the next Local Control Accountability Plan (LCAP) three-year cycle. Dr. Pierce explained there will be a new template being released in January; it is still in the revision process.

She explained that regardless of the template, the Administration is moving forward to prepare for the upcoming LCAP template and integrate the District's vision, mission, and student profile. Dr. Pierce noted Administration plans to incorporate language from the student profile (preparing students academically for high school and beyond) to Goal 1; and will also align the actions steps to reflect the student profile areas within the LCAP. Mr. Karl Christensen, Assistant Superintendent of Business Services, provided an overview of key action steps on the timeline.

**Santee School District  
 LCAP Annual Update Stakeholder Input and Development Timeline**

| #  | Action Step  | Venue/Method                   | Date/Time Period                 | Month    | Year | Status |
|----|--|--------------------------------|----------------------------------|----------|------|--------|
| 1  | Monitor progress on LCAP Goals and Action Steps  | Cabinet                        | On-Going                         |          |      |        |
| 2  | Provide status reports to Board on goals and action steps and obtain direction, as applicable          | Board Meeting                  | Various, depending on scheduling |          |      |        |
| 3  | Report to Board on LCAP Development Timeline and Process   | Board Meeting                  | October 15, 2019                 | October  | 2019 |        |
| 4  | Review structured questions to use for Student Forums and other stakeholder forums                     | Cabinet                        | October 16, 2019                 | October  | 2019 |        |
| 5  | Notify Principals to conduct Student Forums for stakeholder feedback                                   | Cabinet                        | October 17, 2019                 | October  | 2019 |        |
| 6  | Input Local Data for California Dashboard (Deadline 11-1)  | Banner                         | October 31, 2019                 | October  | 2019 |        |
| 7  | LCFF California Dashboard released   | Cabinet                        | December 15, 2019                | December | 2019 |        |
| 8  | Complete Initial Needs Assessment  | Eal Services                   | December 20, 2019                | December | 2019 |        |
| 9  | Review data, complete Needs Assessment and determine most significant areas of need                    | Cabinet                        | January 15, 2020                 | January  | 2020 |        |
| 10 | Consult with students (stakeholder feedback)   | Student Forums at School Sites | January 31, 2020                 | January  | 2020 |        |
| 11 | Complete Executive Summary of LCAP Progress and Data   | Cabinet                        | February 5, 2020                 | February | 2020 |        |
| 12 | Board Budget Workshop and update on needs assessment   | Workshop                       | February 18, 2020                | February | 2020 |        |
| 13 | Send Executive Summary to STA in preparation for consultation  | Karl                           | February 19, 2020                | February | 2020 |        |
| 14 | Provide status report to STA and consult on annual LCAP  | Scheduled Meeting              | February 24, 2020                | February | 2020 |        |
| 15 | Send Executive Summary to CSEA in preparation for consultation   | Karl                           | March 5, 2020                    | March    | 2020 |        |
| 16 | Provide status report to CSEA and consult on annual LCAP   | EEBC Meeting                   | March 10, 2020                   | March    | 2020 |        |
| 17 | Provide status report to parents, community members and Administrators and obtain stakeholder feedback | LCAP Annual Review             | March 12, 2020                   | March    | 2020 |        |
| 18 | Provide status report to DAC and obtain stakeholder feedback   | DAC Meeting                    |                                  | March    | 2020 |        |
| 19 | Provide status report to DELAC and obtain stakeholder feedback   | DELAC Meeting                  | March 13, 2020                   | March    | 2020 |        |
| 20 | Obtain Board direction on potential updates to LCAP  | Board Meeting                  | March 17, 2020                   | March    | 2020 |        |
| 21 | Provide status report to BAC and obtain stakeholder feedback   | BAC Meeting                    | March 26, 2020                   | March    | 2020 |        |

**C. PUBLIC COMMUNICATION**

President Fox invited members of the audience to address the Board about any item not on the agenda. There was no public communication.

**D. CONSENT ITEMS**

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

- 1.1. Approval of Minutes
- 2.1. Approval/Ratification of Travel Requests
- 2.2. Approval/Ratification of Expenditure Warrants
- 2.3. Approval/Ratification of Purchase Orders
- 2.4. Acceptance of Donations, Grants, and Bequests
- 2.5. Approval/Ratification of General Services Agreements
- 2.6. Approval/Ratification of Agreements for Mileage Reimbursement In Lieu of District Transportation
- 2.7. Authorization to Sell/Dispose of Surplus Items
- 3.1. Approval of Individual Services Contract with Springall Academy for Nonpublic School Services
- 4.1. Personnel, Regular
- 4.2. Approval of San Diego County Interagency Agreement for Providing Transportation Support to Foster Youth – pulled for separate consideration
- 4.3. Approval of Santee Collaborative Reinvestment Plan for the Use of LEA Medi-Cal Funds
- 4.4. Approval of Memorandum of Understanding (MOU) between Santee School District and San Diego Youth Services for Bully Prevention

Member Burns asked to pull item 4.2. for separate consideration. He explained being employed by the San Diego County Office of Education and although the item did not impact him directly, it was a division within his department and he needed to recuse himself from the vote. He moved approval of Consent Items, with the exception of Item 4.2.

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

- 4.2. Approval of San Diego County Interagency Agreement for Providing Transportation Support to Foster Youth – pulled for separate consideration

Member Burns recused himself and left the dais during the vote. Member Levens-Craig moved approval of item 4.2.

|                |                     |              |                |                     |                    |
|----------------|---------------------|--------------|----------------|---------------------|--------------------|
| <i>Motion:</i> | <u>Levens-Craig</u> | <u>Fox</u>   | <u>Aye</u>     | <u>Levens-Craig</u> | <u>Aye</u>         |
| <i>Second:</i> | <u>Ryan</u>         | <u>Burns</u> | <u>Recused</u> | <u>El-Hajj</u>      | <u>Not Present</u> |
| <i>Vote:</i>   | <u>3-0</u>          | <u>Ryan</u>  | <u>Aye</u>     |                     |                    |

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

**Superintendent**

- 1.1. Approval of Memorandum of Understanding between Santee School District, San Diego Winds, and Bertrand Music Enterprises, Inc., for an After School Music Program

Superintendent Baranski shared providing an extensive after-school, instrumental music program is a goal of the District and the Santee School District Foundation. She explained Administration has been working with James Sepulvado, Assistant Professor of Music at Cuyamaca College, and the Santee School District Foundation on creating an instrumental music program for every school site. Superintendent Baranski noted every school will be offered three classes with up to 40 students in each class: a winds class, a

brass class, and a percussions class to students in grades 4 – 8. If space permits, grade 3 students will be admitted into the percussions class. She explained that upon Board approval, the 18 weeks of instruction would begin the week of January 13, 2020 through the end of May. A parent meeting will be held for all enrolled students the week of January 6, 2020 and an instrument donation drive is also planned for November – December 2019. Instrument rental suggestions will be offered to parents during the enrollment process. If a student is unable to secure an instrument due to financial hardship, he or she will be considered a priority for instrument use from an instrument donated during the donation drive.

Superintendent Baranski shared the Santee School District Foundation and Bertrand Music Enterprises, Inc. are both contributing finances for the District to operate the after-school music program for the 2019-20 school year. The Santee School District Foundation will contribute up to \$40,000 and Bertrand Music Enterprises will contribute the value of the instructors' statutory benefits. There will be no impact to the District's general fund.

Member Burns shared his appreciation of Superintendent Baranski. He explained the initial music program began with a donation from the Foundation and some concerns were expressed that the program was primarily benefitting students at two schools. Member Burns shared that when the concerns were brought up to Superintendent Baranski, she was quick to research other avenues to make sure all the students benefitted from future programs. Member Burns shared it was great that all the students will now have the opportunity to participate in this new program with the continued support from the Foundation.

Member Levens-Craig inquired if the Foundation would be able to help fund this program past the 2019-20 school year. Superintendent Baranski explained it would depend on the Foundation's fundraising efforts from year-to-year; and shared that Executive Council has discussed coming forth to the Board to request funding for the continuance of the program, if needed. Member Ryan inquired on compliance with Assembly Bill 5 (AB 5, Worker status: employees and independent contractors). Superintendent Baranski explained it complied with AB 5. Member Burns moved approval.

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

**1.2. Approval of Revised Classified Management and Confidential Salary Schedule 2018-19**

Superintendent Baranski explained that during a recent fiscal review of classified, non-management salary schedules, administration identified an error on the confidential salary steps similar to an issue that was resolved on the classified salary schedule on May 21, 2019. The increment between the fourth and fifth step, on the executive assistant position, did not have a five-percent (5%) increase. She noted that in addition to correcting the five-percent (5%) increment on the confidential salary schedule, Administration recommended adding another level of education to the study incentive step 6 for confidential employees. Superintendent Baranski explained that if a confidential employee wanted to reach step 6, he or she would be required to complete four professional growth increments regardless of their educational background. Administration recommends adding the completion of five (5) years of service and a bachelor's degree as a means to achieving step 6. Member Levens-Craig inquired on the fiscal impact. Superintendent Baranski shared the fiscal impact was \$1,432. Member Burns moved approval.

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

**1.3. Approval of Amendment to Contract of Employment of Superintendent**

President Fox shared the Board conducted the Superintendent's annual evaluation and noted adding another year to the Superintendent's contract. He expressed the Board's appreciation for Superintendent Baranski's devotion to the District and students; and shared the Board looks forward to Superintendent Baranski's leadership for future years. President Fox noted the Board's commitment to provide their support to meet her goals. Member Ryan moved approval.

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

**Business Services**

**2.1. Adoption of Resolution No. 1920-08 of the Board of Education of the Santee School District Authorizing the District's Existing Citizens' Oversight Committee to Serve as the Citizens' Oversight Committee for all District Bond Measures and Approving Amended Bylaws for the Citizens' Oversight Committee**

Karl Christensen, Assistant Superintendent of Business Services, explained that with the passage of Measure S and the recent sale of the District bonds, it is time to reconstitute and reconvene the Independent Citizens Oversight Committee (ICOC) to oversee expenditure of bond funds. He shared there have been a few changes in the law since the original ICOC was convened in 2007; and the original bylaws only contemplated Proposition R. Mr. Christensen shared that the amended bylaws add Measure S, make changes to the number of terms a member can serve, the number of required meetings, and removes the fixed quorum amount of five members. He mentioned Administration recommended adopting the resolution to approve the amended bylaws.

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

**2.2. Appointment of Members to the Independent Citizen's Oversight Committee**

Karl Christensen, Assistant Superintendent of Business Services, explained that on September 5<sup>th</sup>, the District began efforts to recruit members for the new Independent Citizens Oversight Committee (ICOC) by sending emails, talking to individuals, and making phone calls. Mr. Christensen shared receiving six applications and Administration recommended appointing all of the applicants. He noted the District will continue to recruit additional members, especially one from the County Taxpayers Association, in order to obtain at least seven (7) members as called for in the bylaws. Mr. Christensen explained that as long recruitment efforts were done and continue, the ICOC can operate with fewer than seven (7) members. Member Burns noted that he was glad to see Mrs. Linda Vail as one of the applicants; and shared her knowledge and expertise would make her a great asset to the committee. He moved approval.

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

**Educational Services**

**3.1. Presentation of 2018-2019 California Schools Dashboard Local Indicators Submission**

Dr. Stephanie Pierce, Assistant Superintendent of Educational Services, provided an overview of the 2018-19 California Schools Dashboard Local Indicators submission. She shared the five local indicators were as follows:

1. Basic Services
2. Implementation of the State Standards
3. Parent Involvement

- 6. School Climate
- 7. Access to a Broad Course of Study

Priority 1 – Basic Services: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities. Dr. Pierce shared this is related to the Williams Act and explained the District is required to update and report our Uniform Complaint Procedure process annually. She explained the District holds an instructional materials sufficiency public hearing and reports on the facility conditions. This information is also reported on the LCAP Executive Summary.

Priority 2 – Self-Reflection Tool for Implementation of State Academic Standards. Dr. Pierce discussed Santee’s submission of ratings. She explained these ratings change as the District adopts and implements core curriculum. For example, the District is adopting and implementing core curriculum in History/Social Science and the District will see a change over the next year as the District pilots science.

Priority 3 – Self-Reflection Tool for Parent Engagement. Dr. Pierce explained the information on parent involvement has changed to a self-reflection tool and a narrative process in each of the areas. The self-reflection tool is organized into three sections. Each section includes promising practices in family engagement.

- Building Relationships between School Staff and Families
- Building Partnerships for Student Outcomes
- Seeking Input for Decision-making

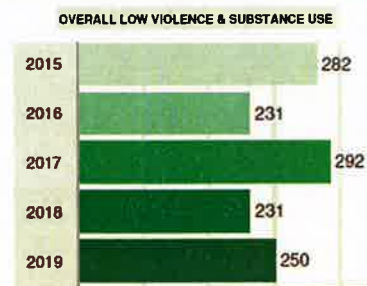
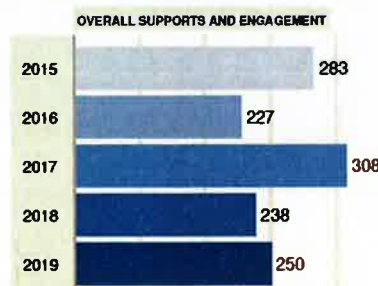
Dr. Pierce explained the information on parent involvement is captured on the LCAP and the executive summary; in addition to including site administrator stakeholder input with PTA, SSC, ELAC, District-wide, DELAC, DAC, BAC, Special Education Advisory; and strong volunteer presence. Dr. Pierce noted the District met the standard for the evaluation of engagement.

Priority 6 - School Climate (California Healthy Kids Survey or CHKS). The School Climate Index (SCI) provides a state normed, school-level description of several factors that are known to influence learning success in schools. Scores on the SCI are based on student CHKS data. The change column reflects a comparison between 2015, our baseline year, to current year, 2019. This is the reporting method WestEd uses for reporting to school districts. Scores range from approximately 100 to 500, with high scores representing more positive school climates; higher supports and engagement; and lower levels of violence and substance use at school. A district’s State Percentile compares that district’s schools to other schools in the state. A district’s Similar Schools Percentile compares the district’s schools to other schools in the state with similar demographic characteristics.

## Priority 6 - School Climate (California Healthy Kids Survey)

**District School Climate Index (SCI)**

|   | 2015 | 2016 | 2017 | 2018 | 2019 | Change |
|---|------|------|------|------|------|--------|
| SCI Score <sup>A</sup>                      | 281  | 223  | 300  | 229  | 246  | -35    |
| SCI State Percentile <sup>B</sup>           | 36   | 7    | 53   | 8    | 15   | -21    |
| SCI Similar Schools Percentile <sup>B</sup> | 29   | 7    | 44   | 7    | 16   | -13    |



Dr. Pierce explained the following chart from the 2019 Healthy Kids Survey showed the average percent of respondents reporting “strongly agree” in the School Environment section and average percent of respondents reporting “Very much true.” for School Connectedness, Academic Motivation, and Parent Involvement in School. She noted the empty cells represented less than 10 respondents.

## Priority 6 - School Climate (California Healthy Kids Survey)

*School Supports and Engagement by Race/Ethnicity - 7th Grade*

| Percent of Students (%)                         | Grade 7 |       |       |    |       |       |       |
|---|---------|-------|-------|----|-------|-------|-------|
|   | H/L     | AI/AN | Asian | AA | NH/PI | White | Mixed |
| <i>School Environment</i>                       |         |       |       |    |       |       |       |
| Total school supports <sup>†</sup>              | 52      |       | 63    |    |       | 59    | 54    |
| Caring adults in school <sup>†</sup>            | 58      |       | 68    |    |       | 70    | 59    |
| High expectations-adults in school <sup>†</sup> | 73      |       | 83    |    |       | 80    | 74    |
| Meaningful participation at school <sup>†</sup> | 25      |       | 36    |    |       | 29    | 29    |
| <i>School Connectedness<sup>†</sup></i>         | 56      |       | 67    |    |       | 68    | 55    |
| <i>Academic Motivation<sup>†</sup></i>          | 69      |       | 85    |    |       | 77    | 76    |
| <i>Parent Involvement in School<sup>†</sup></i> | 52      |       | 52    |    |       | 59    | 55    |

### Priority 7- Access to a Broad Course of Study

- Identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.
- Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study.
- Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.
- In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

Dr. Pierce explained the District uses SIS PowerSchool, Microsoft Excel, and Microsoft Access to summarize data. All students have access to core courses as required by the California Department of Education. She shared that in 7<sup>th</sup> – 8<sup>th</sup> grade, about 63% of students have access to the various elective subjects taught in an academic lab setting. Student groups all show a proportional rate for access to these classes. For identifying barriers, the District discusses the current structure of a TK – 8 district and how there are limitations on the number of electives and enrichment classes that may be offered. Factors include credentialing and the size of each schools’ 6<sup>th</sup> – 8<sup>th</sup> grade structure. Dr. Pierce shared the District continues to seek innovative ways to provide more elective courses, such as robotics, coding, performing and visual arts, and culinary arts.

#### 3.2. Presentation of Panorama Education Survey

Dr. Stephanie Pierce, Assistant Superintendent of Educational Services, and Mike Olander, Director of Pupil Services and Student Well-Being, presented information on Panorama Education Surveys.

Dr. Pierce shared the District previously received approval to move forward and work with San Diego County Office of Education as part of an initiative to manage student

achievement data (CORE Collaborative) and provide a deeper analysis on all the multiple measures used for the California Dashboard. She explained this allows Principals to do a deeper analysis on their data to improve learning outcomes on all the measures and monitor these data points. Dr. Pierce shared the consortium has some other options several districts are also using to meet Local Control Accountability Plan (LCAP) local data measures. One of these options is Panorama surveys. She explained the District currently uses the District-developed caring schools survey, which is not considered a norm-referenced survey and cannot be used for the LCAP. She explained the caring schools survey does not meet the LCAP requirement because it was created by the District and lacks the research around validity and reliability. Dr. Pierce noted the District also has the CHKS survey, which does meet LCAP requirements. Dr. Pierce explained this does not mean the District would not use the CHKS survey as it is attached to several grants, however, it would not need to be administered unless required by a grant.

Director Olander shared specifics about the student survey. He explained the Panorama Education surveys consisted of two components: Climate and Culture; and Social Emotional Learning. Director Olander explained the climate and culture survey would provide information on Climate Support for Academic Learning (climate and culture); Sense of Belonging (school connectedness); and Knowledge of Fairness, Discipline, Rules and Norms; and Safety. The Social Emotional Learning component covered Self-Management; Growth Mindset; Self-Efficacy; and Social Awareness. The survey would be administered in grades 3 through 8; once in December and once in May. He explained the CORE in collaboration with Panorama compiles the data and provides the reports. Director Olander shared administration, teachers, and counselors have access to the data, using the CORE dashboard, in order to target opportunities for growth at the District, school, and student level.

To recap, Dr. Pierce explained the District would be able to use this student survey from Panorama to meet the District's requirements for local indicator of student engagement and the option of using the parent survey for the local indicator of parent engagement. She shared there is an annual cost for the surveys to be administered and for reports to be generated. The survey has the capacity to measure individual growth per student to determine if the District's programs are making a difference, including interventions. In addition, the information will be a good indicator of how the District's social-emotional learning curriculum is impacting students. Dr. Pierce shared this data would be beneficial for administrators, teachers, and counselors. She noted this item was for information only and any action is at the discretion of the Board. The item will be brought back on consent at the November 5<sup>th</sup> Board meeting.

**F. BOARD POLICIES AND BYLAWS**

**1.1. Second Reading: New Board Bylaw 9012, Board Member Electronic Communications**

New Board Bylaw 9012, Board Member Electronic Communications was presented for a second reading and request for approval. Member Burns moved approval.

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

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

- BP 4116 Probationary/Permanent Status
- BP 4315.1 Competence in Evaluation and Instructional Methodologies - *Delete*
- BP 6145 Extracurricular and Cocurricular Activities

Board Bylaw 9310, Board Policies, and Education Code 35160.5 require that the Board annually review the listed Board Policies. The above listed policies were presented for a first reading.



**G. EMPLOYEE ASSOCIATION COMMUNICATION**

Melanie Hirahara, STA President, shared she was pleased to report reaching a tentative agreement with the District earlier today; and their excitement on the development of the class size task force and sharing their findings at the end of the school year. Mrs. Hirahara noted STA was scheduled to hold a ratification meeting on Monday.

She shared that after hearing the District's plan for improving student achievement and the Principals' action plans, she saw the importance of sharing the teachers' perspective. Mrs. Hirahara noted asking two questions of their members and sharing the answers with the Board over the next few meetings.

Question #1: What are the two biggest factors to the lack of student achievement and academic growth? She explained the most common answers were behavior and class size. Mrs. Hirahara shared behavior included discipline issues that require the teacher's attention; students feeling a lack of support in order for the teacher to deal with these issues; and behaviors continue without change. She explained that due to the large demand from teacher time dealing with behavior issues, it makes it very difficult to meet the students' individual needs; small groups become ineffective, which hurt student achievement; class size in grades 4-8, and large combination classes, are affecting student achievement; and students' needs cannot be met because of the number of students in the classroom.

Question #2: What are the two things teachers' need that could help you meet the District's goals for student achievement? Mrs. Hirahara shared the most common answer was time and support. Teachers need time to plan, collaborate, and prep. She explained too much time is spent on professional development leaving little time to implement what the teachers have learned. When new curriculum or programs are added, nothing is ever removed. Teachers are expected to do more, in the same amount of time. She explained teachers do not have the time to work with students in the classroom due to dealing with student behaviors, and their social and emotional needs. Mrs. Hirahara shared that although there are more counselors, there are still days at some schools where there is not a counselor on campus. When a child needs to speak to a counselor and there is no counselor at the school site that day, the student's needs are not met. She noted the national average for counselors is 1:450, and in Santee it is 1:991. Mrs. Hirahara stressed the need for more counselors to help with behaviors and provide support to student needs. Mrs. Hirahara finished off quoting a teacher, "An increasing amount of time is required for professional development and other requirements. Aside from the time that is needed to teach and support students in the core areas, as a teacher, the ability to focus on core content students' needs is being pulled away from other things deemed necessary."

Member Levens-Craig asked if the counselor ratio of 1:450 was national or state average. Mrs. Hirahara explained it was a national ratio. She shared Grossmont Union High School District was approximately 1:700; and thought the ratio was lower at Cajon Valley Union School District. Superintendent Baranski shared she would have to check on state and national averages for elementary school districts as those may be quite different.

**H. BOARD COMMUNICATION AND ORGANIZATIONAL BUSINESS**

Superintendent Baranski noted the upcoming meeting of the Board with Vice Principals and Student Forum; and shared discussion ideas.

Member Levens-Craig shared enjoying looking at the student pictures from Chris Stanley's fishing trip; and she was looking forward to the upcoming TK performance. Member Levens-Craig asked for clarification that the Late Start Bill (SB 328) does not apply to Santee School District; and asked for a listing of upcoming Parents Helping Parents workshops and how the workshops were being advertised to parents. Superintendent Baranski shared the flyers were being sent via Peachjar, messages through SchoolMessenger, and the school sites were assisting with recruitment.

Member Burns shared the District needed to communicate to parents that SB 328 does not apply to the District. He explained receiving a lot of parent inquiries.

**I. CLOSED SESSION**

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

1. **Conference with Legal Counsel – Existing Litigation** (Gov't. Code § 54956.9)  
*Case #: 37-2017-00051097-CU-PO-CTL and OAH Case No. 2019070451*
  
2. **Conference with Real Property Negotiators** (Gov't. Code § 54956.8)  
*Purpose: Potential Modification of Purchase and Sale Agreement*  
*Property: 10335 Mission Gorge Road, Santee 92071*  
*(formerly known as Santee School Site)*  
*Agency Negotiator: Karl Christensen, Assistant Superintendent*
  
3. **Conference with Labor Negotiator** (Gov't. Code § 54956.8)  
*Purpose: Negotiations*  
*Agency Negotiators: Tim Larson, Assistant Superintendent*  
*Employee Organizations: Santee Teachers Association (STA); and*  
*Classified School Employees Association (CSEA)*
  
4. **Public Employee Performance Evaluation** (Gov't. Code § 54957)  
*Superintendent*

The Board entered closed session at 8:40 p.m.

**J. RECONVENE TO PUBLIC SESSION**

The Board reconvened to public session at 10:17 p.m., and reported the following:

It was moved by Member Burns, seconded by Member Ryan, to reach a settlement in special education dispute, OAH #: 2019070451, regarding a student's special education program. The agreement involved a release of potential District liability.

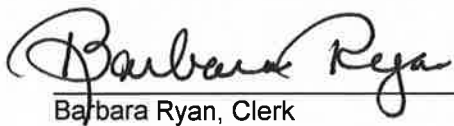
|                |              |              |            |                     |                    |
|----------------|--------------|--------------|------------|---------------------|--------------------|
| <b>Motion:</b> | <u>Burns</u> | <b>Fox</b>   | <u>Aye</u> | <b>Levens-Craig</b> | <u>Aye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

It was moved by Member Ryan, seconded by Member Levens-Craig, to approve the Third Amendment to the Purchase and Sale Agreement with Cameron Brothers for purchase of the Former Santee School Site. The Amendment extends the initial contingency period to January 17, 2020.

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

**K. ADJOURNMENT**

With no further business, the regular meeting of October 15, 2019 was adjourned at 10:20 p.m.

  
Barbara Ryan, Clerk

  
Dr. Kristin Baranski, Secretary