

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

January 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
Dianne El-Hajj, 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 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 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>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>		

B. REPORTS AND PRESENTATIONS

1. Superintendent's Report

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

2. Spotlight on Education: Hill Creek School

Superintendent Baranski welcomed Hill Creek Administration and staff to share their school's spotlight. Principal Suzie Martin explained her and Vice Principal Chasity Forster would be highlighting Hill Creek School; she welcomed and acknowledged staff present at the meeting. Principal Martin shared their presence was indicative of their dedication to the site and community.

Principal Martin explained that as staff, they have studied and made deliberate actions towards the District goals of reading mastery and school culture. She welcomed Hill Creek's newest staff, Mrs. Meghan Ascroft, 3rd grade teacher; Ms. Starr, intermediate

SDC teacher; and Mrs. Johnson, middle school teacher, who were present to share their progress and goals.

Principal Martin shared that in August, she and Vice Principal Forster participated in a San Diego County Office of Education training session with mentor coaches. Their tasking was to chart their vision and emphasis for the year. She explained that while presented with resources and articles, they were struck with a distinct concept that rang clear – the concept of impact. Their teaching, learning, and school culture all impact the ultimate success of the students both now and in the future. She explained the two of them created t-shirts and used them as their launch for professional learning. To their surprise and delight, teacher after teacher approached them, confirming that their concept ranged true with them as well.

Principal Martin explained that to highlight their work in reading development and mastery, they needed to ground their efforts in data and intervention to have a firm understanding of where Hill Creek students are and where they need to go. She shared that this year, brought a revitalization of their Response to Intervention program to not only identify students in need of foundational skills, but also to define the building blocks of strong reading practice. This means that they measure the current state, identify an area to focus on, provide instruction in that targeted area and after a six-week period, re-measure. She explained that by identifying a smaller strand in reading, they were able to enter into measurement and instruction directly in that area for primary students. While the ultimate goal is to improve reading as a whole, these systematic steps make the overall gain and improvement possible. Principal Martin shared they find teachers providing double doses of instruction to accelerate learning, cross-age tutors provide review and reinforcement of foundational skills, our Language Arts Specialist Mary Kelly and literacy aide support small group work which allows for a tailored reading and writing focus for 1st, 2nd, and 3rd graders. She explained Hill Creek is building the strong foundations to propel students forward with their reading progress.

Vice Principal Forster explained they were able to focus their intervention for middle school students; and designed small group instruction for seventh and eighth graders in reading and writing coursework. Composition instruction was added as an offering for 6th graders. Being able to have designated time to enhance student proficiency through increased stamina and voice in written language is building the skills and knowledge for the students to be prepared for high school and beyond. She explained this small group concept allows for personalized feedback for students even at our upper grades.

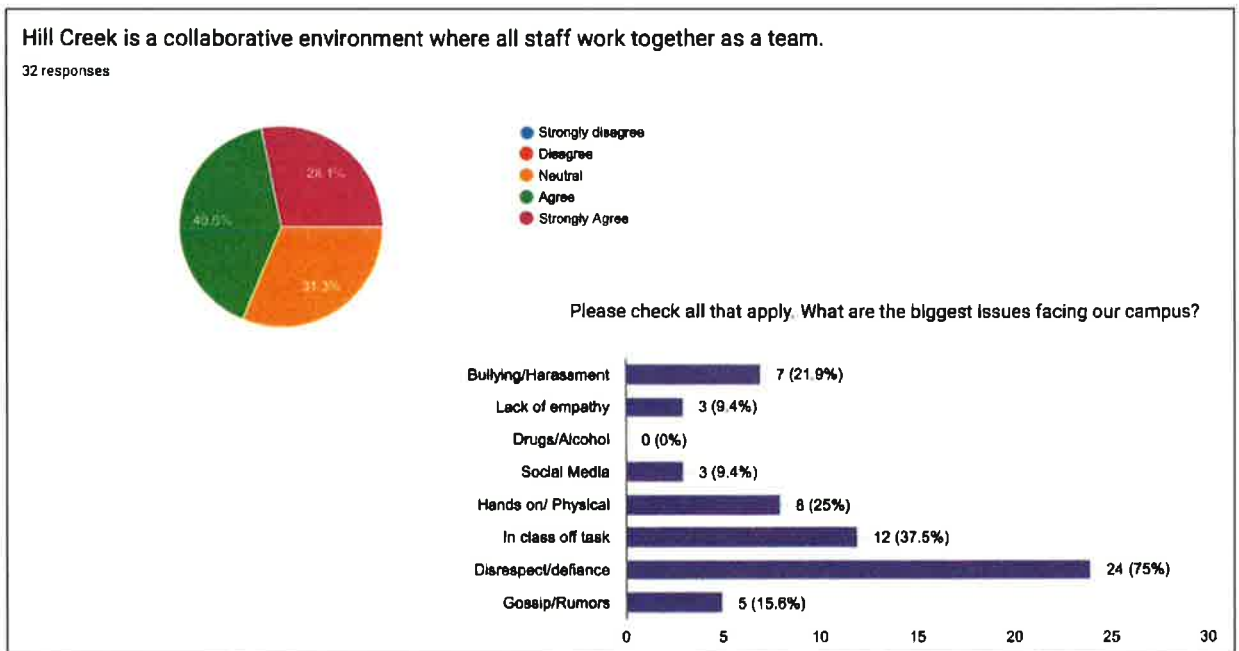
Vice Principal Forster shared their presentation would now shift focus to the development of their safe school culture. Ms. Ascroft explained that a culture that supports unique individuals and has a shared expectation from both adults and children becomes a positive learning culture. She shared this has been an area of continued growth and development this year. Ms. Ascroft explained Hill Creek began their inquiry in the PBIS model, developing their school standards of expectation. Next, they focused on the P, or positive, was brought to the forefront. She explained they enhanced their practices in order to build connections with students to school. The use of positive “preferrals” has increased dramatically in all grade levels, allowing staff to recognize positive and appropriate choices and celebrating this with parents. Ms. Ascroft shared that research shows that successful cultures provide both consistent expectations but also praise with a ratio of 4:1. She mentioned that with their weekly Bulldog Best drawings, student incentives and positive challenges, Hill Creek is taking the P in PBIS seriously.

Ms. Starr shared being specifically proud of the development of supportive structures for their students in special education classes. She explained that over the last two years, Hill Creek has developed systematic structures that help students identify how they are feeling and how to appropriately respond to that emotion. The development of Zones of Regulation fosters a sense of self-monitoring. She shared that when you walk into a special education class, you will see their classroom meeting, a time for students to build connections and empathy with each other; leaving a lasting impact on how they develop relationships and proper communication with others as well as emotional regulation. Ms. Starr shared that this morning meeting embodies the same concepts found in her general

education counterparts. Classes across different grade levels are using classroom circles or expectation meetings to build relationships and standards for learning. When a teacher in second grade, or seventh grade provides the structure for the learning, it allows students to understand what a successful classroom, activity or lesson will look like or sound like.

Ms. Johnson explained this culture does not stop at classroom discussions but also describes the environment. She shared that at a recent conference, she studied research that defined the benefit of surrounding ourselves with words reflecting positive attitudes and messages. Ms. Johnson shared this is evident as you walk down the halls between middle school rooms; giving students the message that they “are amazing,” can challenge themselves to “be the nice kid,” and reminding them that they are smart and important. She mentioned these are messages displayed in the halls and want students to read and believe. Ms. Johnson shared her appreciation of their PTSA for making these additions; and mentioned adding this component to their recognition program. She shared students are acknowledged for their academic, citizenship and learning efforts, but distinct recognition is now offered for students attaining the highest academic performance on Honor Roll. Hill Creek has rolled out the red carpet for both students and parents alike, enjoying the appreciation for hard work. Ms. Johnson shared you can see the joy on students’ faces who are greeted by their parents on awards day and how this memory will impact their continued motivation to try their best at school. She mentioned that seeing their names in the hall, creating a wall of fame, allows students to see themselves as a success. This translates into a sense of self-worth and pride that they want all our students to have as they exit Hill Creek.

Vice Principal Forster shared speaking of the work that staff is infusing, but it is also important to see the amazing contribution of students. This year, a student climate committee was formed to define student perspective and vision for our school. Students were able to share their perspective about the things they like about school and what they would suggest to do differently. Academics, Social, and Environment were areas they gave feedback on. Specifically, students are enjoying kind teachers and have a desire to personalize their space, leaving a mark on their school before they leave. They like having more science experiments, more dances and would like to diminish “drama.”



Vice Principal Forster shared that along with the student perspective, a staff climate committee was formed to help develop their site direction and learning about their culture. Based on staff feedback, Administration found that teachers appreciate collaborating with each other while the school is a supporting and inviting place for teachers and staff to

work. However, an area that they want to continue their work in is consistent expectation and reinforcement, especially in student interactions. Fostering respect across campus will be a continued emphasis. Several members of our climate committee will be attending our County Restorative Practices training to add another layer to our PBIS implementation.

Principal Martin shared Student empowerment is vital to a successful school culture. She explained the “positive patrol” highlights this empowerment. Principal Martin shared the “positive patrol” is a group of third grade students who shared a vision of improvement for Hill Creek and they are adding to the impact on campus; and explained they have put on presentations for students about healthy eating, supported school beautification, and are helping Hill Creek to be a good neighbor in our community. She clarified this is only one example of the visionary work that builds school connectedness and ownership. Additionally, the 8th grade students continue to enjoy acting as cross-age tutors. Hill Creek teachers and students appreciate the connections made and the academic and social supports offered. They want the students to find connections while appreciating differences in ages, needs and abilities.

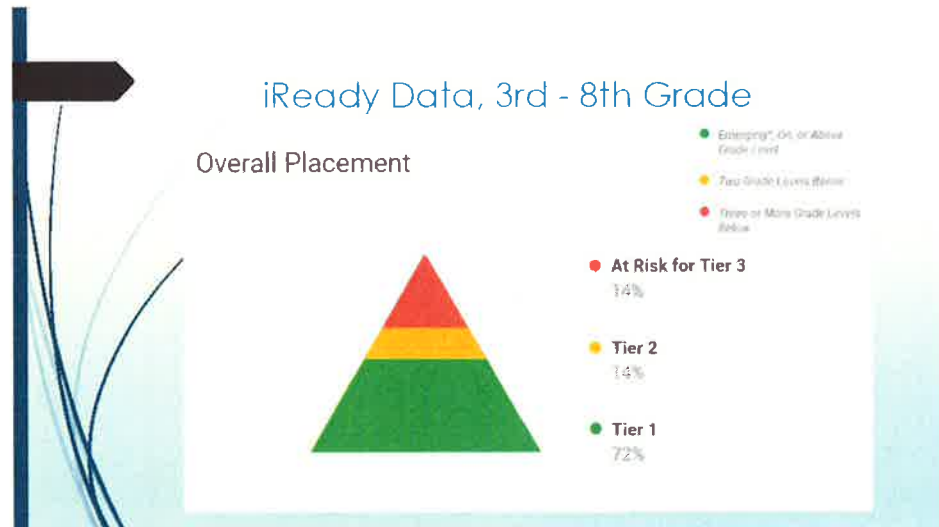
Principal Martin shared she found it fitting to speak of the feedback they are receiving from parents. On a recent survey, Hill Creek parents shared their appreciation for what the school has to offer. They enjoy the consistent message of mutual respect, the community feeling, all while taking care of students. She explained this helps validate the impact they are having on learning for the entire population. Principal Martin shared Hill Creek is excited about continuing their learning this year, moving students to proficiency and developing student motivation by creating a safe, respectful and supportive school culture. She explained they believe they have a direct responsibility to their students and they take this job of affecting their present and future with pride, daily. Principal Martin expressed their gratitude for the Board’s time, dedication and support; and introduced the staff that was present in support of their spotlight.

The Board expressed their gratitude towards Hill Creek Administration and staff for their great work.

3. 2018-19 Trimester 1 District Assessment Results

Superintendent Baranski welcomed Dr. Stephanie Pierce, Assistant Superintendent of Educational Services, to provide the 2018-19 Trimester 1 District Assessment results. Dr. Pierce explained the Trimester 1 data point covers different areas that are part of the CAASP system (i.e., reading assessment, interim assessments, etc.). She shared the importance that the District has this opportunity to do this achievement assessment, and review, to make instructional decisions. Dr. Pierce explained the assessments were completed in November and staff is at task on the items that need to be implemented instructionally. She shared all of these assessments are involved in making instructional decisions; one of which is iReady, a new assessment for the District. Dr. Pierce shared iReady provides standards and skills feedback, along with instructional planning options to provide for intervention in 3rd-8th grade. In addition to other assessments in the program. She explained one finding, in the smarter balanced assessment, is there are sometimes two-part questions; sometimes the child only does one part and does not go on to do the second part and they miss all of the credit for answer. Some of which is vocabulary. She explained there are various different obstacles for children in this assessment; and the important of teaching the children how to engage in this type of complex work. Dr. Pierce shared this also provides a lexile level to get a sense, at the beginning of the year, of where our children are 3rd through 8th grade. She explained the District uses a reading inventory called the BAS, also known as the Benchmark Assessment System. She shared this assists in some decisions about guided reading instruction - where is that child now and how can we assist to move them forward. The others are the interim assessment blocks and these are in mathematics and English Language Arts. Dr. Pierce shared this allows the opportunity to explore and conduct an item analysis; and teachers have this opportunity to figure out where the misconceptions and distractors are in items. For example, as Administration has been meeting with Principals, and conducting an item analysis. She explained this is how they discovered the students were missing the two-part question. Dr. Pierce shared the importance of

knowing that the students understand the part of vocabulary in the directions; including the complexity of the task. She explained it is clear when we see a child complete this assessments in a very quick manner, they did not put forth that perseverance or determination that they really work through and the type of problems that are being asked.



Dr. Pierce shared she and Superintendent Baranski have been meeting with the Principals over the last two weeks to discuss the importance of these assessments and what the instructional implications to improving student outcome. The teacher teams are engaging in collaborative instructional goal setting; and student goal setting. She explained the teachers understand that that student feedback is essential. She explained the teachers need to know how well they are doing in these assessments and set goals to improve their work. Dr. Pierce provided an overview of the SBAC Interim Assessment Data as follows.

SBAC Interim Assessment Data
3rd Grade
 1st Trimester Data - Near or Above Standard

District	ELA IAB 2017 T1 Δ 2018 T1 Comparison								
	2017 1st Trimester			2018 1st Trimester			17-T1	18-T1	Change
3rd Grade ELA IAB	Above	Near	Below	Above	Near	Below	A-N	A-N	Δ
ELA Total	15.6%	49.4%	35.0%	11.7%	45.8%	42.5%	65.0%	57.5%	-7.5%

District	Math IAB 2017 T1 Δ 2018 T1 Comparison								
	2017 1st Trimester			2018 1st Trimester			17-T1	18-T1	Change
3rd Grade Math IAB	Above	Near	Below	Above	Near	Below	A-N	A-N	Δ
Math Total	18.8%	49.8%	31.4%	15.1%	43.9%	41.0%	68.6%	59.0%	-9.6%

SBAC Interim Assessment Data 4th Grade

1st Trimester Data – Near or Above Standard

District	ELA IAB 2017 T1 Δ 2018 T1 Comparison									
	2017 1st Trimester			2018 1st Trimester			17-T1	18-T1	Change	
4th Grade ELA IAB	Above	Near	Below	Above	Near	Below	A-N	A-N	Δ	
ELA Total	17.3%	54.1%	28.6%	17.4%	55.9%	26.7%	71.4%	73.3%	1.9%	

District	Math IAB 2017 T1 Δ 2018 T1 Comparison									
	2017 1st Trimester			2018 1st Trimester			17-T1	18-T1	Change	
4th Grade Math IAB	Above	Near	Below	Above	Near	Below	A-N	A-N	Δ	
Math Total	18.1%	50.8%	31.1%	18.0%	50.5%	31.5%	68.9%	68.5%	-0.4%	

SBAC Interim Assessment Data 5th Grade

1st Trimester Data – Near or Above Standard

District	ELA IAB 2017 T1 Δ 2018 T1 Comparison									
	2017 1st Trimester			2018 1st Trimester			17-T1	18-T1	Change	
5th Grade ELA IAB	Above	Near	Below	Above	Near	Below	A-N	A-N	Δ	
ELA Total	22.5%	49.1%	28.4%	25.0%	48.4%	26.6%	71.6%	73.4%	1.8%	

District	Math IAB 2017 T1 Δ 2018 T1 Comparison									
	2017 1st Trimester			2018 1st Trimester			17-T1	18-T1	Change	
5th Grade Math IAB	Above	Near	Below	Above	Near	Below	A-N	A-N	Δ	
Math Total	13.0%	47.9%	39.1%	13.4%	48.5%	38.1%	60.9%	61.9%	1.0%	

SBAC Interim Assessment Data 6th Grade

1st Trimester Data – Near or Above Standard

District	ELA IAB 2017 T1 Δ 2018 T1 Comparison									
	2017 1st Trimester			2018 1st Trimester			17-T1	18-T1	Change	
6th Grade ELA IAB	Above	Near	Below	Above	Near	Below	A-N	A-N	Δ	
ELA Total	22.3%	52.2%	25.5%	18.4%	51.4%	30.2%	74.5%	69.8%	-4.7%	

District	Math IAB 2017 T1 Δ 2018 T1 Comparison									
	2017 1st Trimester			2018 1st Trimester			17-T1	18-T1	Change	
6th Grade Math IAB	Above	Near	Below	Above	Near	Below	A-N	A-N	Δ	
Math Total	13.4%	43.0%	43.7%	9.5%	38.6%	52.0%	56.3%	48.0%	-8.3%	

SBAC Interim Assessment Data 7th Grade

1st Trimester Data – Near or Above Standard

District	ELA IAB 2017 T1 Δ 2018 T1 Comparison								
	2017 1st Trimester			2018 1st Trimester			17-T1	18-T1	Change
7th Grade ELA IAB	Above	Near	Below	Above	Near	Below	A-N	A-N	Δ
ELA Total	17.8%	60.0%	22.1%	16.9%	61.5%	21.5%	77.9%	78.5%	0.6%

District	Math IAB 2017 T1 Δ 2018 T1 Comparison								
	2017 1st Trimester			2018 1st Trimester			17-T1	18-T1	Change
7th Grade Math IAB	Above	Near	Below	Above	Near	Below	A-N	A-N	Δ
Math Total	16.9%	53.2%	29.9%	17.8%	55.5%	26.7%	70.1%	73.3%	3.3%

SBAC Interim Assessment Data ELA 8th Grade

1st Trimester Data – Near or Above Standard

District	ELA IAB 2017 T1 Δ 2018 T1 Comparison								
	2017 1st Trimester			2018 1st Trimester			17-T1	18-T1	Change
8th Grade ELA IAB	Above	Near	Below	Above	Near	Below	A-N	A-N	Δ
ELA Total	20.3%	58.2%	21.5%	18.7%	55.9%	25.4%	78.5%	74.6%	-3.8%

District	Math IAB 2017 T1 Δ 2018 T1 Comparison								
	2017 1st Trimester			2018 1st Trimester			17-T1	18-T1	Change
8th Grade Math IAB	Above	Near	Below	Above	Near	Below	A-N	A-N	Δ
Math Total	22.3%	48.1%	29.6%	20.8%	45.9%	33.3%	70.4%	66.7%	-3.6%

Dr. Pierce explained the overall finding upon review of the data included reading vocabulary; reading comprehension around literature and informal text; the conceptual understanding of mathematics; and deeper mathematics learning through application.

4. Presentation of the Board of Education’s Initial Proposal to Modify Articles of the Collective Bargaining Agreement between Santee School District and Santee Teachers Association (STA)

Tim Larson, Assistant Superintendent of Human Resources/Pupil Services, presented the Santee School District Board of Education’s Initial Proposal to Modify Articles of the Collective Bargaining Agreement between Santee School District and Santee Teachers Association (STA).

5. Presentation of Santee Teachers Association’s (STA) Initial Proposal to Modify Articles of the Collective Bargaining Agreement between Santee School District and STA

Tim Larson, Assistant Superintendent of Human Resources/Pupil Services, presented the Teachers Association’s (STA) Initial Proposal to Modify Articles of the Collective Bargaining Agreement between Santee School District and Santee Teachers Association.

C. PUBLIC COMMUNICATION

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

D. PUBLIC HEARINGS

1. Public Hearing for Santee School District Board of Education's Initial Proposal to Modify Articles of the Collective Bargaining Agreement between Santee School District and Santee Teachers Association (STA)

President Fox opened the public hearing for Santee School District Board of Education's Initial Proposal to Modify Articles of the Collective Bargaining Agreement between Santee School District and the Santee Teachers Association. There were no comments. The public hearing was closed.

2. Public Hearing for Santee Teachers Association's (STA) Initial Proposal to Modify Articles of the Collective Bargaining Agreement between Santee School District and STA

President Fox opened the public hearing for Santee Teachers Association's Initial Proposal to Modify Articles of the Collective Bargaining Agreement between Santee School District and the Santee Teachers Association. There were no comments. The public hearing was closed.

E. 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. Approval/Ratification of Revolving Cash Report
- 2.5. Acceptance of Donations, Grants, and Bequests
- 2.6. Approval/Ratification of General Services Agreements
- 2.7. Approval/Ratification of Agreement for Mileage Reimbursement in Lieu of District Transportation
- 2.8. Approval/Ratification of Expenditure Transactions Charged to District Issued Purchasing Cards (P-Cards)
- 2.9. Approval of Uniform Complaint Quarterly Report Required by the Williams Settlement
- 2.10. Acceptance of 2017-18 Audit Report
- 2.11. Adoption of Resolution No. 1819-19 to Approve the Contract with AT&T for CALNET 3 Telecommunications Services
- 2.12. Approval of Agreement with Grossmont Union High School District for Splitting of Level 1 Developer Fees
- 2.13. Authorization to Sell/Dispose of Surplus Items
- 3.1. Approval of School Accountability Report Cards for the 2017-18 School Year
- 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. Acceptance of Report on Certificated Credentials and Assignments
- 4.3. Proclamation for National School Counseling Week (2/4/19 – 2/8/19) and National School Social Work Week (3/3/19 – 3/9/19)
- 4.4. Approval of Interagency Agreement with San Diego Unified School District to Provide Access to the STEPS Program
- 4.5. Approval of Short Term Position

Member Levens-Craig referenced Item E.2.10. and commended the Business Services Department for not having any finding on the audit report. Member Burns pulled items E.2.5. and E.2.6. for separate consideration. Member Burns moved approval of consent items with the exception of items E.2.5. and E.2.6.

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

2.5. Acceptance of Donations, Grants, and Bequests

Member Burns commended Mr. Chris Stanley, teacher at Carlton Hills, for his efforts in obtaining some of the donations noted on item E.2.5. President Fox noted the funds to support the purchase of Berg bikes was for Carlton Hills, not Carlton Oaks as noted on the item. Member Burns moved approval.

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

2.6. Approval/Ratification of General Services Agreements

Member Burns noted being employed by the San Diego County Office of Education and would be abstaining from this item. Member Ryan moved approval.

Motion: Ryan *El-Hajj* Aye *Levens-Craig* Aye
Second: Levens-Craig *Fox* Aye *Ryan* Aye
Vote: 4-1 *Burns* Abstained

F. DISCUSSION AND/OR ACTION ITEMS

Superintendent

1.1. Board of Education Self-Evaluation

Superintendent Baranski explained Board Bylaw 9400 addressed the annual Board's Self-Evaluation. Upon discussion, it was the Board's consensus to have the self-evaluation document completed for discussion at the first meeting in March.

Business Services

2.1. Governor's Budget Proposal for 2019-20

Karl Christensen shared that a few days into office, Governor Newsom released his budget proposal. Mr. Christensen shared that unlike former Governor Brown, who would provide an overview on the budget but would defer to the Director of the Department of Finance to answer questions, Governor Newsom discussed the budget proposal himself.

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

Measure	Level	2017	2018	2019	2020
Real GDP Growth	National	2.20%	2.90%	2.70%	2.10%
Unemployment Rate	National	4.40%	3.90%	3.40%	3.40%
	State	4.80%	4.30%	4.30%	4.30%
Personal Income Growth	National	4.38%	4.48%	4.51%	4.93%
	State	4.65%	5.50%	5.01%	4.62%
Inflation (CPI)	National	2.10%	2.50%	2.50%	2.00%

Mr. Christensen shared information on State Revenues and the Prop 98 growth. He noted the positive difference in 2017-18 and 2018-19, when you compare the State revenues in the January proposal to what was in the 2018-19 Budget Act. He noted that

in Prop 98, even though the revenue grew, the Prop 98 formula decreased. Mr. Christensen explained this is the how the Prop 98 formula calculation works in the different test years. He noted the Governor is proposing \$80.7 billion, in 2019-20, for the Prop 98 calculation; the highest ever.

Item	Source	2017-18	2018-19	2019-20
State General Fund Revenue	2018-19 Budget Act	\$129.8	\$133.3	\$142.7
	January Proposal	\$131.5	\$136.9	\$142.6
	Difference	\$1.7	\$3.6	(\$0.1)
	% Difference	1.31%	2.73%	-0.06%
	% Year Change	N/A	4.14%	4.14%
Proposition 98 Calculation	2018-19 Budget Act	\$75.6	\$78.4	N/A
	January Proposal	\$75.5	\$77.9	\$80.7
	Difference	(\$0.12)	(\$0.53)	
	% Difference	-0.16%	-0.68%	
	% Year Change		3.18%	3.59%

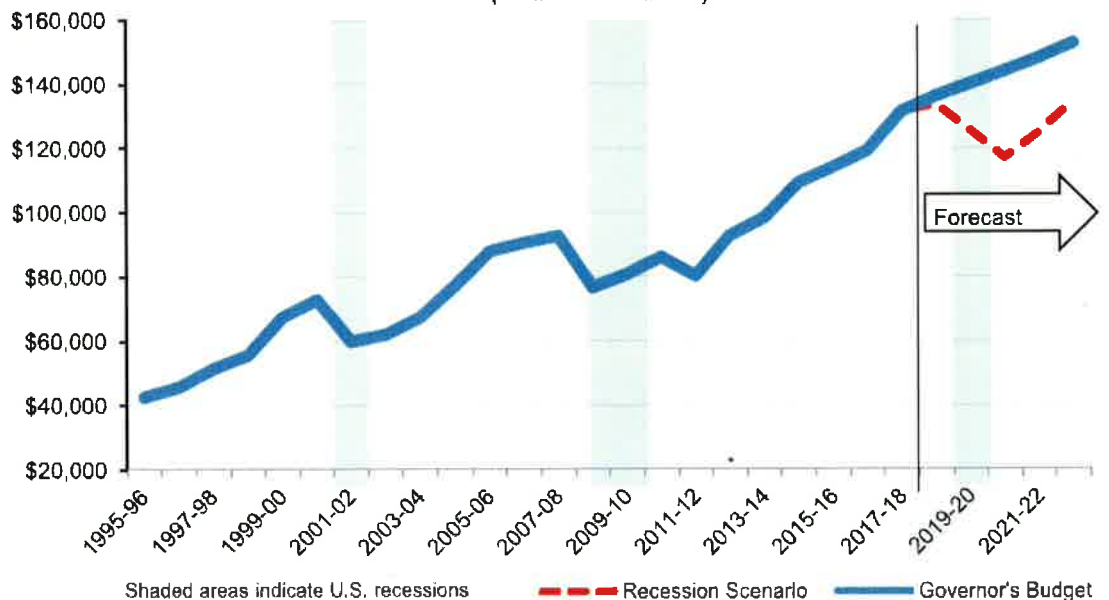
<-----(In Billions)----->

Mr. Christensen provided an overview of the Capital Gains Revenue as a Percent of General Fund Tax Revenues. He noted the percentage has been 10-11%, in the past two years but only 9.5% in 2019; showing the volatility of the State revenue.

2006	2007	2008	2009	2010	2011	2012
10.50%	8.90%	4.70%	3.40%	4.90%	7.10%	9.80%
2013	2014	2015	2016	2017	2018	2019
8.50%	10.10%	9.80%	10.20%	11.00%	10.80%	9.50%

Mr. Christensen shared a slide from the Governor's presentation showing the outcome of a recession. He explained that Governor Newsom, in anticipation of a recession, is adding additional money to the "rainy-day" reserve fund.

Figure REV-06
Annual Revenue Could Drop by over \$25 Billion in a Recession
 (Dollars in Millions)



Mr. Christensen explained the Prop 98 Distribution to K-12 education was:

- \$2 billion to LCFF; funds 3.46% COLA
- \$576 million (of which \$186 million is one-time) to support expanded Special Education services and school readiness supports at LEAs with high percentages of both students with disabilities and unduplicated students
- \$350,000 one-time funds to merge the Dashboard, the LCAP electronic template, and other school site and school district reporting tools (including the School Accountability Report Card) into a single web-based application to: (1) allow the public to access a single platform for this information, (2) streamline these systems, and (3) eliminate duplicative and outdated information
- 3.46% COLA for categorical programs outside the LCFF

He noted other provisions included:

- \$3 billion one-time non-Prop 98 payment to CalSTRS on behalf of LEAs:
 - \$700 million to buy-down employer contribution rates for 2019-20 from 18.13% to 17.1% and 2020-21 from 19.1% to 18.1%; a savings of approximately \$320,000 in 2019-20 for the District.
 - \$2.3 billion paid towards employers' long-term unfunded liability
 - Expected to save employers \$6.9 billion over the next 30 years
 - Out-year contribution percentages expected to be 0.5% lower
- Improving Student Outcomes: "It is a priority of the Administration to adopt statewide policies and support local efforts to improve the quality of education in the state.
 - These policies and supports will ensure that:
 - School districts and charter schools are held accountable for the success of all students.
 - Parents, teachers, administrators, and policymakers have access to the data needed to make informed decisions.
 - Communities are empowered to effectively partner with local school boards to prioritize the allocation of resources
 - Local educational agencies are fiscally stable and resources are targeted to student populations most in need of support.
 - State and local educational agencies adopt early education and school readiness as priorities, providing significant investments to yield exponential returns for students and schools."
 - \$20.2 million for County Offices to provide assistance to LEAs
- Early Childhood Education: \$125 million to increase access to subsidized full-day, full-year State Preschool for four-year-old children in 2019-20
- \$10 million one-time funding to plan for and develop a longitudinal data system that would connect student data from early education providers, K-12 schools, higher education institutions, employers, other workforce entities, and health and human services agencies
 - The funding would be used for initial planning purposes and the initial stages of implementation, once an implementation plan is adopted by the Administration and the Legislature.

Mr. Christensen mentioned Administration would be attending a budget workshop tomorrow and would obtain additional details.

2.2. Approval of Monthly Financial Report

Mr. Christensen explained the report was for cash and budget transactions posted through November 30, 2018. He mentioned the District ended the month with a cash balance in the General Fund of about \$10.1 million and able to meet its financial obligations this fiscal year with internal cash. Mr. Christensen shared the Budget Revision report was essentially the same as last month; and clarified it has not been updated since the Governor's budget proposal. Member Ryan moved approval.

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

G. BOARD POLICIES AND BYLAWS

President Fox presented Items G.1.1., 1.2., 1.3., 1.4., as second readings; and noted Item G.1.5., as a first reading. With one motion, Member Burns, moved approval of Items F.1.1., 1.2., 1.3, and 1.4.

1.1. Second Reading: Revised Board Policy 6170.1, Transitional Kindergarten

Revised Board Policy 6170.1, Transitional Kindergarten, was presented for a second reading and 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>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>		

1.2. Second Reading: Revised Board Policy 6190, Evaluation of the Instructional Program

Revised Board Policy 6190, Evaluation of the Instructional Program, was presented for a second reading and 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>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>		

1.3. Second Reading: Revised Board Policy 3290, Gifts, Grants, and Bequests

Revised Board Policy 3290, Gifts, Grants, and Bequests, was presented for a second reading and 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>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>		

1.4. Second Reading: Revised Board Policy 4354.1, Early Retirement Health Benefits for Management/Confidential Employees

Revised Board Policy 4354.1, Early Retirement Health Benefits for Management/Confidential Employees, was presented for a second reading and 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>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>		

1.5. First Reading: Revised Board Policy 5141.6, School Health Services

Revised Board Policy 5141.6 School Health Services is presented for a first reading.

H. EMPLOYEE ASSOCIATION COMMUNICATION

Melanie Hirahara, Santee Teachers Association (STA) President, shared that during the "sunshine period," the Association surveyed the teachers for input. STA is still in the process of compiling surveys. Mrs. Hirahara explained some of the Articles are based on new laws (i.e., Janus). She shared they are hoping for great negotiations this year.

I. BOARD COMMUNICATION AND ORGANIZATIONAL BUSINESS

Superintendent Baranski shared a follow-up from Strategic Planning Focus Group #4 and the need for a sub-committee to provide input on a graduate profile. She shared the second meeting in February is when time is designated for a budget workshop and proposed working on the mission and vision statement during this meeting. It was the Board's consensus to hold the Budget Workshop and Strategic Planning Workshop at the February 19 meeting.

Superintendent Baranski shared there was a glitch with the Board's individual monitors. However, shared the televisions are a great addition to the room.

Member Burns expressed his gratitude towards Administration for notifying our families, in a timely manner, regarding the Rio Seco student being approached by a stranger. He mentioned Rio Seco students are currently at 6th grade camp and have been enjoying a high of 36°.

Member El-Hajj shared enjoying the strategic planning process and the pace of the meetings. She complimented Superintendent Baranski and Dr. Suzette Lovely, Strategic Planning Facilitator, for their work; and shared it was great to have representatives from the City and local high schools on the committee. President Fox shared he was impressed with the fact that the stakeholders attended all of the meetings. Member Burns suggested extending the Governance Team's gratitude to Dr. Lovely for her hard work.

Member Levens-Craig shared it was great being in the classrooms during her visit to Cajon Park. She also shared she would be out of town during one of the Board advisory committee meetings and would not be attending the February 5th Board meeting because she would be traveling to India with the Rotary Club. Member El-Hajj offered to attend the Board advisory committee in her place. Member Levens-Craig expressed her gratitude to the Board for their understanding.

J. CLOSED SESSION

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

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

The Board entered closed session at 8:13 p.m.

J. RECONVENE TO PUBLIC SESSION

The Board reconvened to public session at 9:45 p.m., and no action was taken.

K. ADJOURNMENT

With no further business, the regular meeting of January 15, 2019 was adjourned at 9:45 p.m.


Barbara Ryan, Clerk


Dr. Kristin Baranski, Secretary