

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

January 16, 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:

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 El-Hajj announced the recent passing of a retired teacher. She mentioned Janet Greenwell was a teacher at Rio Seco School for 37 years, until retiring in 2005. President El-Hajj asked for a moment of silence in honor of Ms. Greenwell.

2. District Mission

President El-Hajj invited the audience to recite the District Mission.

3. Pledge of Allegiance

President El-Hajj invited Kim Sellers, second grade teacher at Pepper Drive, 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

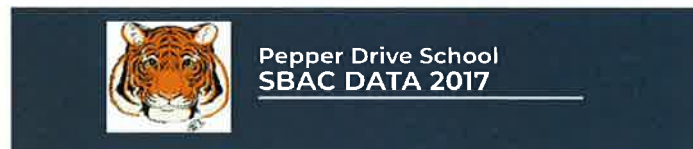
- 1.1. Developer Fees and Collection Report
- 1.2. Use of Facilities Report
- 1.3. Enrollment Report
- 1.4. Schedule of Upcoming Events

2. Spotlight on Education: Pepper Drive School

Superintendent Baranski shared Pepper Drive School was present to spotlight their accomplishments and welcomed Principal Ted Hooks and his team. Principal Hooks expressed his gratitude for being allowed to spotlight Pepper Drive and welcomed members of the Pepper Drive family and his administrative teammates, Vice Principal Summer Locke, and Chasity Forster, Administrative Intern and Dean of Students.

Principal Hooks shared that in 2014, when he began at Pepper Drive, there were 825 students; Pepper Drive currently serves 973 students. Vice Principal Locke explained Pepper Drive is currently a Title I school, with 60% of the students qualifying for free/reduced lunch; 49% of the student population have applied to transfer from other schools to attend Pepper Drive; 16% speak English as a second language; and 9% receive special education services. Administrative Intern Forster shared students are supported by 36 classroom teachers, six (6) specialist teachers, a counselor (four days per week), 29 classified employees, and an administrative intern two (2) days per week, in addition to the Principal and Vice Principal.

Principal Hooks mentioned they would be highlighting how they are creating and refining systems, both instructional and behavioral, to meet the new needs of students. He explained that instructionally, Pepper Drive is using data and best practices to drive their decisions; and shared the school's SBAC Achievement and growth scores from Spring 2017. Vice Principal Locke explained the graphic showed the percentage of students in each grade level that performed at and above the expected standard on the assessment. She shared a few highlights included growth in English Language Arts for grades 5, 6, and 7; growth in mathematics in grades 5 and 7. Vice Principal Locke mentioned their goal is to boost our overall percentages across by a minimum of five percent (5%). Administrative Intern Forster shared the growth data shown is the percentage of students who grew their Scale Score on the SBAC. She noted these percentages are higher overall; and shared their instructional goal is that "all students grow."



ELA Achievement



ELA Growth



Math Achievement



Math Growth

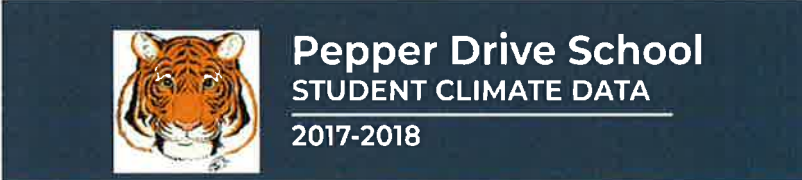


Principal Hooks explained the need to respond to our current reality of student learning. He mentioned that when looking at SBAC and other summative data from last year, Pepper Drive made the decision to better support our struggling students and English Learners this year by focusing on our instructional practices around Response to Intervention (RtI), and designated English Learner instruction, ELD. First, Pepper Drive restructured how it delivers instruction to children with these needs. Support teachers and staff now push-in to classrooms rather than students walking to learn. Principal Hooks shared this is a major shift that has allowed the support team to be more directly connected to classroom teachers.

Vice Principal Locke, explained grade levels create SMART goals to track growth over time. Individual teachers have set smaller goals for classroom success. Pepper Drive also has student goals across the campus from grades K-8. She explained that students working in intervention have specific Rtl goals and grades 4-8, also set SBAC performance goals in order to prepare for Spring testing.

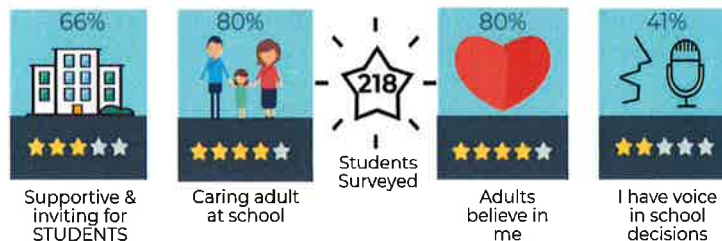
Administrative Intern Forster explained that they only know that all students are growing if they track their progress. She mentioned teachers use a variety of tracking tools to ensure that the data that is being collected means something instructionally. Additionally, teachers are keeping careful watch and tracking student progress in Rtl. This information is used to redesign groups or instructional goals to ensure that we are maximizing our interventions. Principal Hooks shared that as lifelong learners, Pepper Drive is incorporating Rtl and EL instruction into their professional learning as an entire staff to build efficacy in these areas.

Vice Principal Locke shared that their new reality has also affected the climate on campus. She explained Pepper Drive have been working hard to transition to more restorative-type practices on campus, but there is still was a feeling of disconnect with students and staff. Even though data showed improvement, such as our dramatic reduction in suspensions last year, this year, Pepper Drive is committed to addressing this disconnect by gathering information about school climate and creating a Climate Committee to face things head on. Currently 13 staff members and administration meet in this committee. Administrative Intern Forster explained the slide represented the responses, from 6-8 grade students, to Pepper Drive's Student Climate survey. She explained valuing the information from the California Healthy Kids Survey, but wanting to delve deeper and more specifically with their own middle school this year. Principal Hooks explained 218 students were surveyed; and their responses varied from the CHKS data.

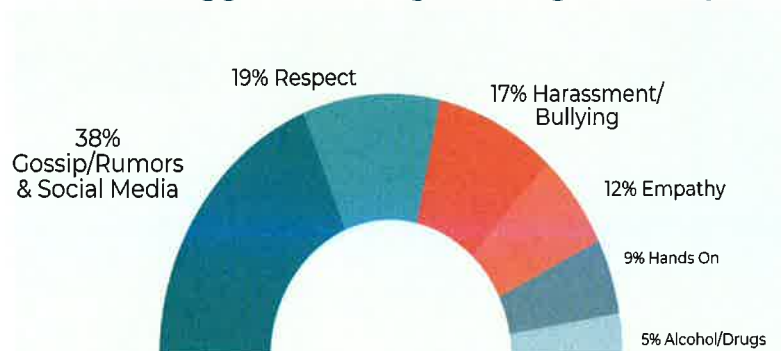


Pepper Drive School STUDENT CLIMATE DATA 2017-2018

1. Campus Climate



2. The biggest challenges facing our campus...



Vice Principal Locke shared that in direct response to this information, the climate committee and administration began to deeply engage in the Great Kindness Challenge; this was a great success last year. Administration is also ensuring that the Character Education instruction focuses on the needs that the students identified. She explained the use of Sanford Harmony in grades TK-5 and Second Step in grades 6-8. Vice Principal Locke explained this implementation, led by counselor, Ed Gigliotti, is part of a holistic counseling and support approach he designed for this year. In trimester 1, all classrooms have received lessons by Mr. Gigliotti and his intern, Paige Iglesia, with grades K and 1 receiving six weeks of lessons focused on empathy and compassion. Administrative Intern Forster shared that to increase their students' voice; Pepper Drive is creating a Student Forum that consists of influential 6th-8th grade students. These students will begin meeting to discuss how to improve culture and climate at Pepper Drive. Principal Hooks shared these practices are working and will continue to gather data on absences, suspensions, and survey feeling tone in order to refine practices.

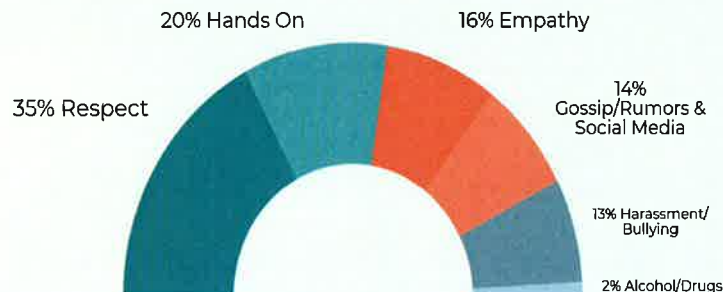
Vice Principal Locke, shared staff was also surveyed on their feelings about school climate; 52 employees responded. A standout in staff responses was the low amount of respondents who felt school rules are clear and understandable. Administrative Intern Forster mentioned the greatest challenge on campus was seen as respect; an interesting parallel to the student responses. She explained each group expressed that the other was not provided the respect they expected; eye opener to staff and the Climate Committee.



1. Campus Climate



2. The greatest challenges facing our campus...



Principal Hooks explained that knowing that Pepper Drive would be implementing new systems based on Positive Behavioral Intervention and Supports (PBIS), they took the responses and the input of the Climate Committee into account. Vice Principal Locke mentioned an initial outcome was to streamline their pass and office referral system on campus. She explained they are currently using an electronic hall pass that helps us track behavior; and are using this data to drive next steps with regard to supporting students as well as instructing them on expectations. Administrative Intern Forster mentioned the next hurdle is to finalize their schoolwide rules and

expectations. She explained that working with the Climate Committee's input and insight, the task is to identify three to five key school rules. Once clearly identified, these expectations will be explicitly taught in a variety of settings. She mentioned Pepper Drive wants to reduce any confusion about what appropriate behavior looks like in classrooms, hallways, on playgrounds, and lunch areas. Vice Principal Locke shared they want to better support the Climate Committee as it completes its tasks. A few members have already attended professional development, and Pepper Drive is bringing their learning to the entire group.

Principal Hooks explained that the demographics shared at the beginning of their presentation were only part of Pepper Drive's story. Through their work together, Pepper Drive is a family of Thinkers, Dreamers, Performers, Athletes, Artists, Scientists, Mathematicians, Orator, Risk Takers, Learners, and Leaders. Pepper Drive is CORE, Challenging Ourselves to Reach for Excellence.

3. Spotlight on Education: Sycamore Canyon School

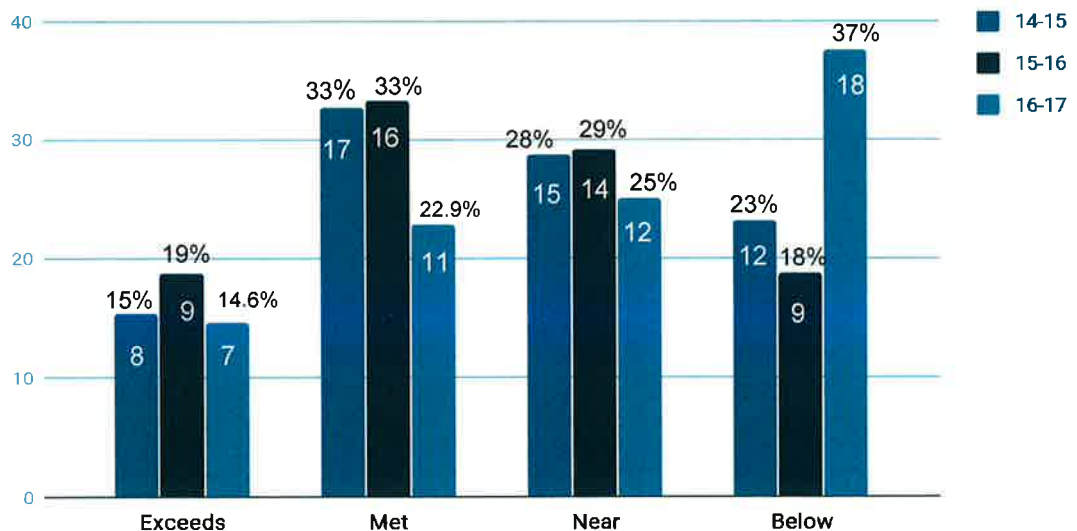
Superintendent Baranski mentioned Sycamore Canyon School was also present to spotlight their accomplishments and welcomed Principal Jeri Billick. Principal Billick expressed her gratitude towards the Board for being allowed to spotlight Sycamore Canyon and shared the school's vision as follows:

"Through the careful monitoring of students assessment data and the intentional creation and implementation of personalized student interventions, all students will demonstrate growth."

Principal Billick mentioned the focus action steps for 2017-18 are to monitor student assessment and behavioral data; personalize student interventions; and accountable talk. She explained that *accountable talk* is the one of the instructional strategies that Sycamore focuses on improving. Principal Billick shared the ways Sycamore Canyon monitors independent student growth. She explained one of the ways student progress is monitored is by adding all the grade levels and classrooms into a color-coded excel spreadsheet; in addition to a data wall showing all the students, listed by their student identification number, and a color-coded showing who is at grade-level and the type of interventions they are receiving. Principal Billick mentioned this is the first year Sycamore Canyon had a transitional-kindergarten class (TK). She explained the part-time TK teacher has been providing math interventions; and in the near future, so will the Early Admission to Kindergarten (EAK) teacher.

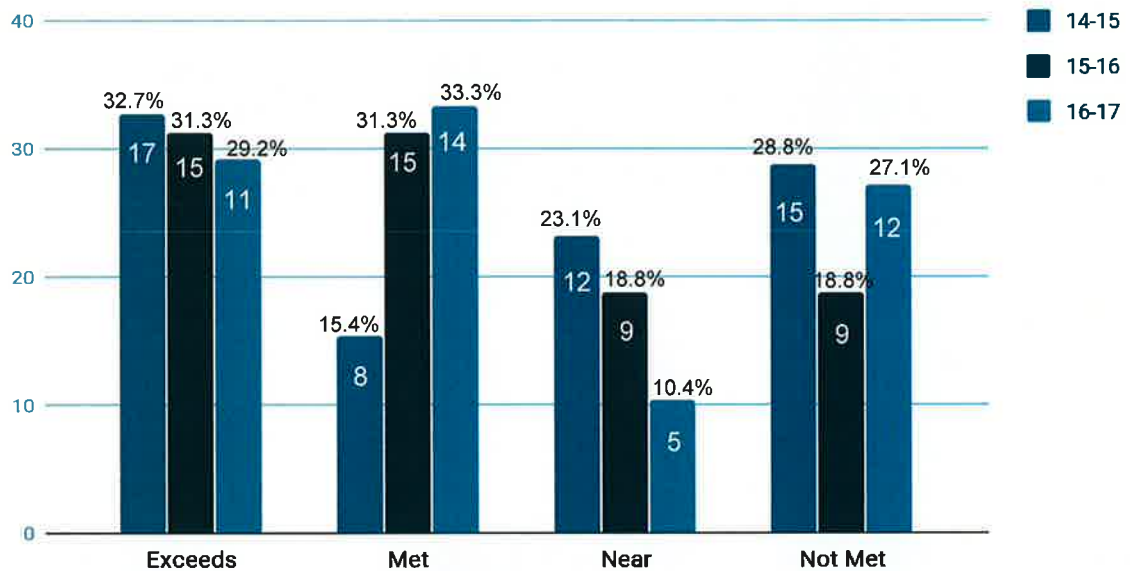
Principal Billick shared Sycamore Canyon's disappointment on their test scores. She explained each of the students looked, analyzed, and set SBAC goals. Principal Billick shared the students have taken the SBAC for three years and shared a comparison of the sixth grade math scores from 2014-15 to present. She explained the numbers within the chart represented the number of students that skewed the data. Principal Billick also discussed and shared data charts for current fifth- and fourth-grade math.

Math Current 6th Grade






Principal Billick also shared a comparison of the overall sixth grade English Language Arts (ELA) scores from 2014-15 to present. She explained there was a slight decrease in the "exceeds" and a slight increase in the "met" area.


ELA Overall Current 6th Grade



Principal Billick explained the data showed the students are having difficulty demonstrating proficiency in mathematics. She shared the solutions/responses were: 1) increase the level of math fact automaticity; 2) targeted interventions based on assessment data; and 3) Math Smart Goal development in all grades.

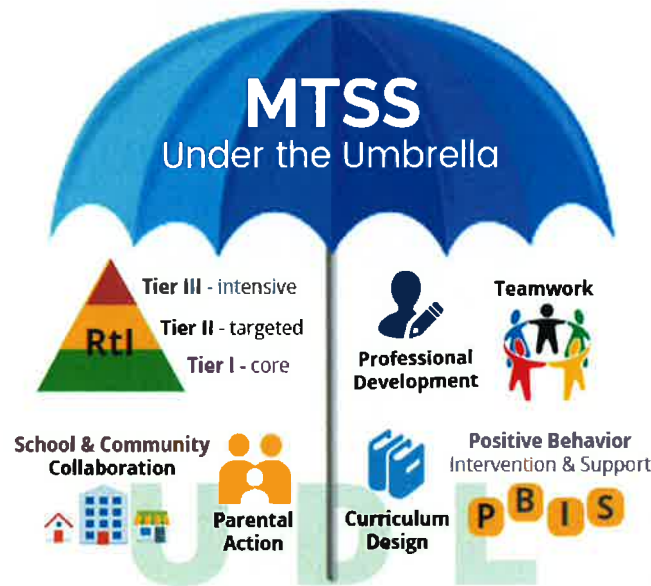
Principal Billick mentioned there are minimal discipline issues at Sycamore Canyon; and the use of Pyramid of Success, Community Circles, On-site Counselor, Restorative Practices, and Positive Behavioral Intervention Support (PBIS) development for the emotional side of education. She explained the Restorative Shift includes students analyzing their actions are really affecting others and repairing what they have damaged.

Three Shifts Toward Restorative Schools and Classrooms	
From...	To...
 Efforts to suppress misbehavior based on the view that misbehavior is evidence of failing students or classrooms.	Recognizing and using the inherent value of misbehavior as an opportunity for social and emotional learning.
 Authority-driven disciplinary actions that focus only on the identified misbehaving students.	Restorative circles that bring together everyone who is most immediately affected by the incident.
 Punishment and exclusion is used to control misbehavior and motivate positive behavior changes.	Dialogue leading to understanding and action to set things right and repair and restore relationships.

 The first shift acknowledges that *troublesome behavior is normal*, and when students behave in troublesome ways they create opportunities to learn important social and emotional skills. What is important is not so much that they got into trouble in the first place, but what they learn along the way. Making things right is a powerful learning experience.

She shared a video demonstrating Mrs. Mallard's fourth/fifth grade combination class engaged in community circle and a video showing sixth-grade student, Faith Balestreri, discussing the effectiveness of the restorative community circles.

Principal Billick shared that as Sycamore Canyon moves toward MTSS (Multi-Tiered Systems of Support) the school already has the majority of these pieces in place; and continues to work on the emotional side.



Member Levens-Craig asked that Principal Billick introduce the Sycamore Canyon staff that attended the meeting. The Board expressed their gratitude towards Principal Billick and the Sycamore Canyon staff.

C. PUBLIC COMMUNICATION

President El-Hajj invited members of the audience to address the Board about any item not on the agenda.

Robin Bennett shared she has been a teacher in the District for twenty-four years, and there were changes that were affecting what she taught and what she chose to teach. Ms. Bennett mentioned she chose to teach combination classes at the intermediate level. She explained being lucky that when she was teaching the combination classes, the District went through a double adoption and she had access to the different adopted material. Ms. Bennet shared she now teaches one curriculum, at a single grade level; and could not see herself being able to teach a combination class because the current curriculums do not overlap. She discussed the increase of students in the classrooms over the years and the impact teachers. Ms. Bennett mentioned the current class size and combination classes are a disaster for the District if they are not controlled.

Robin Larson, a teacher at PRIDE Academy, asked the Board to reconsider the policy on classroom averages; and shared the impact that large classroom averages cause teachers. Ms. Larson mentioned she also taught combination classes by choice; and attributed the large class sizes frequently lead to combination classes. She shared that over the past two years, teaching a combination class has become more difficult. Ms. Larson explained the new math and English language arts curriculum are very distinct per grade-level. She asked the Board to look at the impact of combination classes.

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. 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 Agreement for Mileage Reimbursement in Lieu of District Transportation
- 2.7. Approval/Ratification of Expenditure Transactions Charged to District Issued Purchasing Cards (P-Cards)
- 2.8. Approval of Uniform Complaint Quarterly Report Required by the Williams Settlement
- 2.9. Approval of Consultants and General Service Providers
- 2.10. Acceptance of 2016-17 Audit Report
- 2.11. Adoption of Resolution No. 1718-14, of the Board of Education of the Santee School District Declaring the Board's Intent to Consider the Conveyance of an Easement to San Diego Gas & Electric for Installation and Maintenance of Electric Vehicle Charging Stations on the PRIDE Academy School Site Property
- 3.1. Approval of School Accountability Report Cards for the 2016-17 School Year
- 3.2. Approval of Comprehensive School Safety Plans
- 3.3. Annual Approval of Single Plans for Student Achievement
- 3.4. Approval of Memorandum of Understanding Between Santee School District's After School Education and Safety Program (ASES) and San Diego County Superintendent of Schools for Fiscal Year 2017-2018
- 4.1. Personnel, Regular
- 4.2. Approval of New Director, Community Collaborative Job Description and Revisions to the Classified Management Salary Schedule
- 4.3. Approval to Extend a Short Term Position
- 4.4. Adoption of Resolution No. 1718-17 to Eliminate a Vacant Classified Non-Management Position
- 4.5. Approval to Submit Education for Homeless Children and Youth Consortium Grant Application

Member Fox moved approval.

<i>Motion:</i>	<u>Fox</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>		

E. DISCUSSION AND/OR ACTION ITEMS

Business Services

1.1. Governor's Budget Proposal for 2018-19

Superintendent Baranski expressed her gratitude towards Mr. Christensen for reviewing the Governor's analysis and preparing the information to present at this meeting. Mr. Christensen mentioned he would be providing an overview of the 2018-19 Governor's January Budget proposal, released on January 10. He added more detailed information, as it pertained to the District, would be presented at the Budget Workshop on February 20.

Mr. Christensen mentioned the Governor's forecast does not include a recession. He shared that in the budget analysis, the Governor pointed out there have been ten (10) recessions since World War II and he projected there would be an eleventh. Mr. Christensen explained that because of this, the Governor is proposing to fully fund a rainy day reserve.

Mr. Christensen shared the State Revenues were as follows:

- 2016-17 = \$118.7 billion; same as 2017-18 Budget Act
- 2017-18 = \$127.2 billion; up \$1.4 billion from 2017-18 Budget Act
- 2018-19 = \$129.8 billion; down \$0.4 billion from 2017-18 Budget Act
 - 4.7% annual increase for Personal Income Tax
 - 3.9% annual increase for Sales and Use Tax
 - 5.3% annual increase for Corporation Tax

He explained the Guaranteed Calculations, in Proposition 98, were:

- 2016-17 = \$71.4 billion; 3.3% increase from prior year; same as in 2017-18 Budget Act
- 2017-18 = \$75.2 billion; 5.3% increase from prior year; \$700 million increase from 2017-18 Budget Act
- 2018-19 = \$78.3 billion; 4.1% increase from prior year

Mr. Christensen shared the distribution to K-12 education includes \$3 billion to LCFF (funds 2.51% COLA and full implementation); \$1.8 billion for one-time discretionary funds to reduce prior year Mandated Cost Reimbursement claims, distributed on a per ADA basis; \$212 million for K-12 Career Technical Education programs administered through the community college Strong Workforce Program; \$125 million added to \$42.2 million Federal funds for one-time competitive grants to expend inclusive care and education settings for 0-5 year olds in special education; and 2.51% COLA for categorical programs outside of LCFF.

Mr. Christensen explained the District and Charter School LCFF Funding and Gap Closure Estimates as follows (dollars shown in millions):

	2014-15	2015-16	2016-17	2017-18	2018-19
LCFF Funding	\$4,722	\$5,994	\$2,942	\$1,362	\$2,883
Gap Closure	30.16%	52.56%	56.08%	44.97%	100%
COLA	0.85%	1.02%	0.00%	1.56%	2.51%

Mr. Christensen shared other provisions included fiscal transparency. He explained concerns have been raised about the linkage between these funds and direct services being provided to the students generating those funds. To improve fiscal transparency and complement the new accountability system, the budget proposes requiring local educational agencies to show how their budget expenditures align with the strategies detailed in their Local Control and Accountability Plans (LCAPs) for serving students generating supplemental grants. The budget also proposes calculating and reporting on a single website the total amount of supplemental and concentration funding provided to each local education agency under LCFF. Other provisions in special education include strengthening the linkage between special education and general education by requiring SELPAs to complete a template that aligns the SELPA plan to member district's LCAPs.

1.2 Approval of Monthly Financial Report

Mr. Christensen explained the report was for cash and budget transactions posted through November 30. He mentioned the District ended the month with a cash balance in the General Fund of about \$8.3 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; indicating a steady drop in the reserve percentage over the three (3) years of the multi-year projection period using assumptions from the First Interim Report. He explained these assumptions have now changed with release of the Governor's budget proposal and revisions will be reflected on the January 31 Monthly Financial Report, for Second Interim. Member Ryan moved approval.

Motion: Ryan
Second Burns
Vote: 5-0

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

Human Resource/Pupil Services

2.1. Appointment of Director, Community Collaborative

Tim Larson, Assistant Superintendent, Human Resources/Pupil Services, mentioned this item was being brought forth tonight for the appointment of Meredith Riffel as Director, Community Collaborative. He shared that Ms. Riffel has done exceptional work in the community, in the District and throughout Santee and East County. She has repeatedly sought and gained additional funding through local, State, and national grants for improved programs and services for children and families in Santee School District; and is very deserving of the appointment. The Board commended Mrs. Riffel for her hard work. Member Levens-Craig moved approval. Ms. Riffel expressed her gratitude to the Board for the appointment and allowing her to serve in this capacity.

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

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

Superintendent

3.1. Board of Education Self-Evaluation

Superintendent Baranski explained Board Bylaw 9400 addressed the annual Board's Self-Evaluation. President El-Hajj inquired on the need for changes to the template. Member Burns moved to use the same template and have it completed for discussion at the second meeting in February.

Motion: Burns
Second Fox
Vote: 5-0

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

F. BOARD POLICIES AND BYLAWS

1.1. Second Reading: BP 4112.8, 4212.8, 4312.8 Employment of Relatives

Revised Board Policy 4112.8, 4212.8, 4312.8 Employment of Relatives was presented for a second reading and approval. Member Ryan moved approval.

Motion: Ryan
Second Burns
Vote: 5-0

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

G. BOARD COMMUNICATION AND ORGANIZATIONAL BUSINESS

Member Levens-Craig shared attending the San Diego East County Chamber of Commerce First Friday Breakfast; and mentioned she would be going on a field trip with Rio Seco School to the courthouse.

Superintendent Baranski and the Board of Education discussed potential topics for the Board of Education and Santee City Council joint conference. Member Levens-Craig asked that they share a list of potential developments. Member Burns shared he was surprised to learn the Teen Center was being moved to the building that sits on District property. He mentioned the City should be paying to use the property and shared his concern on the District's potential liability. Member Burns mentioned the District should have been contacted to make sure it was not affecting our programs and/or summer school. He suggested establishment of a process and/or policy for this type of situation. President El-Hajj inquired on the joint-use agreement with the City. Mr. Christensen provided an overview of the joint-use agreement by school. Superintendent Baranski shared she would follow-up with potential meeting dates.

Superintendent Baranski provided an update of Administration's meetings with the City Manager; and Home Federal, the developers around the Fanita Ranch area. She shared there has been communication from Home Federal and the City Council on the progress. Superintendent Baranski shared Administration met with the City Manager to get a sense on the scope of the project, approximately 3,000 units, was going to continue. She shared this would be equivalent to approximately 1,000 attending Santee School District. Superintendent Baranski shared the Board had discussed meeting with Home Federal and suggested this would be a good time to meet and discuss they would like to do in the community, specifically around a school; if one is required to be built. She shared she would follow-up with potential meeting dates.

Superintendent inquired on the Board's attendance to the PTA Founder's Day; and the Santee Chamber of Commerce Awards Night Celebration.

H. CLOSED SESSION

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

1. **Conference with Legal Counsel – Existing Litigation** (Gov't. Code § 54956.9)
 - OAH#: 2017120049

2. **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)

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

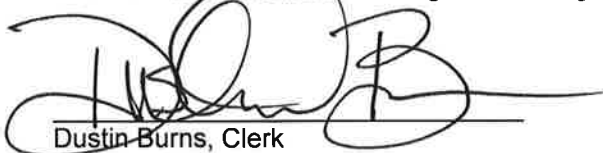
The Board entered closed session at 8:15 p.m.

I. RECONVENE TO PUBLIC SESSION

The Board reconvened to public session at 10:27 p.m. and reported a dispute arose regarding a student's special education program. It was moved by Member Burns, seconded by Member Fox, and carried 5-0, to reach a settlement in this special education dispute, OAH #: 2017120049. The agreement involved a release of potential District liability.

J. ADJOURNMENT

With no further business, the regular meeting of January 16, 2018 was adjourned at 10:45 pm.



Dustin Burns, Clerk



Kristin Baranski, Secretary