

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

January 18, 2022
MINUTES

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

A. OPENING PROCEDURES

1. Call to Order and Welcome

President Levens-Craig called the meeting to order at 6:00 p.m.

Members present:

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

Administration present:

Dr. Kristin Baranski, Superintendent and Secretary to the Board
Karl Christensen, Assistant Superintendent, Business Services
Tim Larson, Assistant Superintendent, Human Resources/Pupil Services
Dr. Stephanie Pierce, Assistant Superintendent, Educational Services
Lisa Arreola, Executive Assistant and Recording Secretary

2. District Mission

President Levens-Craig welcomed those present and invited the audience to recite the District Mission.

3. Pledge of Allegiance

Bonner Montler, Director of Assessment and Learning Support, led members, staff, and audience, in the Pledge of Allegiance.

4. Approval of Agenda

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

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

President Levens-Craig shared she would be spotlighting something positive from each school at every meeting and read the following message from Tim Dobbins, Principal, Cajon Park School:

As we all know, times are challenging right now. However, at every turn, there are opportunities to look for positives; to focus on those shining rays of light. Friday was one of those times where we REALLY felt the strain with multiple, essential employees out in our front office, including the two of the most important people in our amazing secretary and health clerk.

Honest talk? I was worried as to how we would even handle the calls, cases and normal everyday routine without those people. A few prayers

and a drive to work with some anxiety later, I was stunned and here is why:

I put out the call to all those who would hear, and the support started pouring in to us. An email was received from Maintenance offering to help put in work orders. A communication from our wonderful District Nurse was sent, telling me that she was entering positives into the spreadsheet. Teachers sent me messages saying that they could cover a duty and help with anything after their day was over. A sub was sent from another school. Amazing!

Then, to add the final warmth to that glow in the midst of the looming darkness, a secretary was sent to help us from the District Office. I was happy, but became joyous when I found out who it was. Turns out, Ms. Shannon Borden, (who is amazing and related to the just as amazing Stephanie Borden through marriage) was in fact Shannon Coyle, who was not only my student when I taught 6th grade in Cajon Valley, but ALSO the daughter of the wonderful family that provided daycare to my own daughter when she was an infant.

I was overwhelmed, but this time in an amazingly positive way.

This is Santee. This is our District. This is how we support each other in times of crisis, and this is how I remain so proud of who we are and what we are continuing to accomplish. This kind of teamwork is what makes us able to meet the needs of our students every day, academically and emotionally.

So, thank you to everyone who made our day a little better at Cajon Park through your outpouring of kindness and help. We are here for you when you need us as well.

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

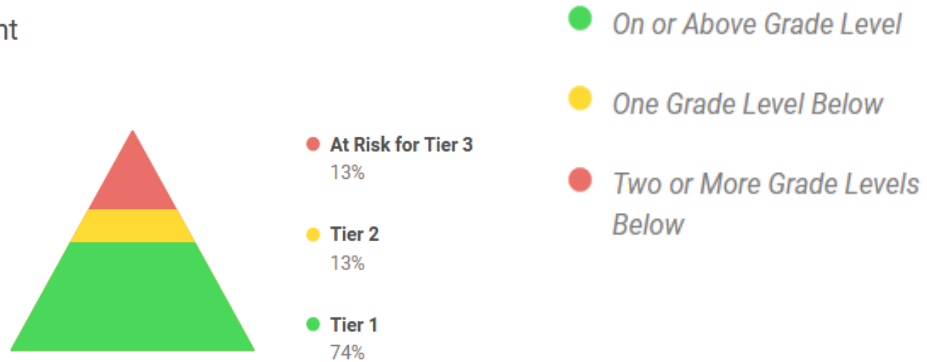
2. Spotlight on Education: 2021-22 Trimester I District Assessment Results

Superintendent Baranski shared Dr. Stephanie Pierce, Assistant Superintendent of Educational Services, and Bonner Montler, Director of Assessment and Learning Support, would be presenting District assessment results for Trimester 1. The presentation would include an overview of multiple assessment measures, how these results relate to two (2) District Local Control Accountability Plan (LCAP) goals, and ongoing support for improving student learning. Dr. Pierce shared the presentation also included a component of the Supplement to the annual LCAP reporting of local assessment data, as required by the state for the 2021-22 school year.

Mr. Montler explained iReady Data, K – 8th Grade Beginning-of-Year Reading Diagnostic. Results showed 74% of students in Tier 1 (on or above grade level); 13% in Tier 2 (one grade level below); and 13% At-risk for Tier 3 (two or more grade levels below). A comparison of 2020 data to 2021 showed a 4% decrease in Tier 1; a 2% increase in Tier 2; and 2% increase in Tier 3. Mr. Montler shared Placement by Domain (Phonological Awareness, Phonics, High-Frequency Words, Vocabulary, Comprehension: Literature; and Comprehension: Informational Text).

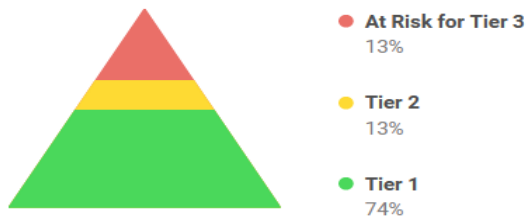
2021-22 iReady Data, K - 8th Grade
 Beginning-of-Year Reading Diagnostic – Beginning-of-Year View

Overall Placement

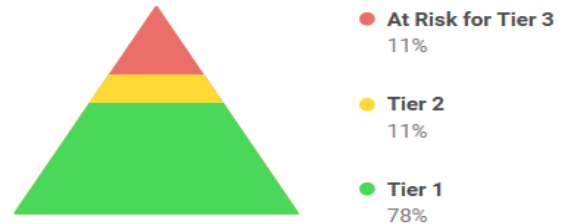


2021-22 iReady Data, K - 8th Grade
 Reading: Beginning-of-Year Diagnostic – Comparison to 2020

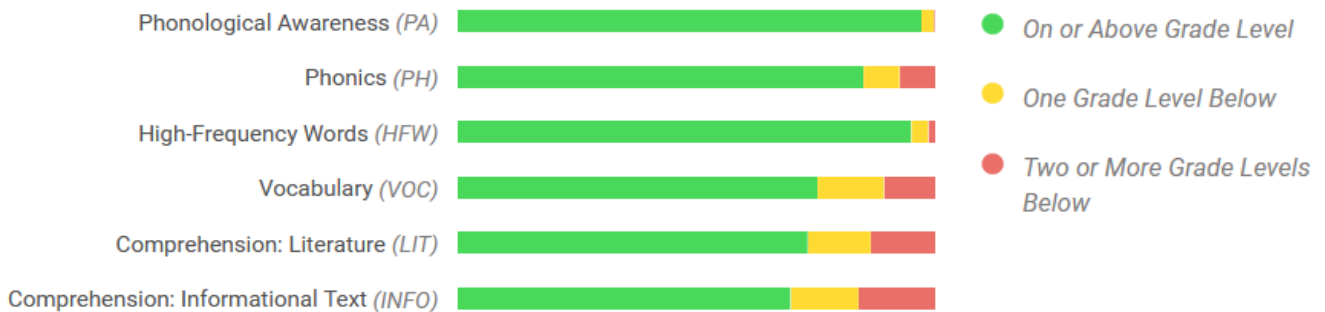
2021



2020



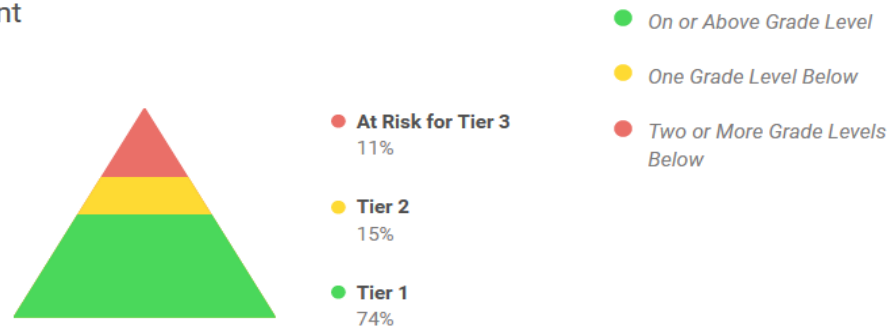
Placement By Domain



Mr. Montler shared iReady Data, K – 8th Grade Beginning-of-Year Math Diagnostic. Results showed 74% of students in Tier 1 (on or above grade level); 15% in Tier 2 (one grade level below); and 11% At-risk for Tier 3 (two or more grade levels below). A comparison of 2020 data to 2021 showed a 1% decrease in Tier 1; a 1% increase in Tier 2; and 1% increase in Tier 3. Mr. Montler shared Placement by Domain (Numbers and Operations; Algebra and Algebraic Thinking; Measurement and Data; and Geometry).

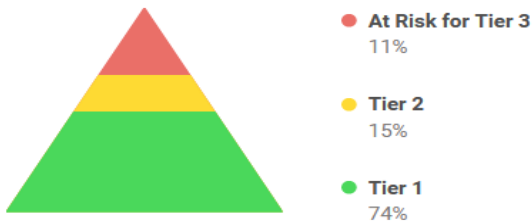
2021-22 iReady Data, K - 8th Grade
 Beginning-of-Year Math Diagnostic – Beginning-of-Year View

Overall Placement

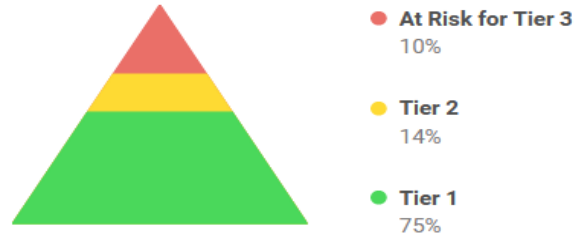


2021-22 iReady Data, K - 8th Grade
 Math: Beginning-of-Year Diagnostic – Comparison to 2020

2021

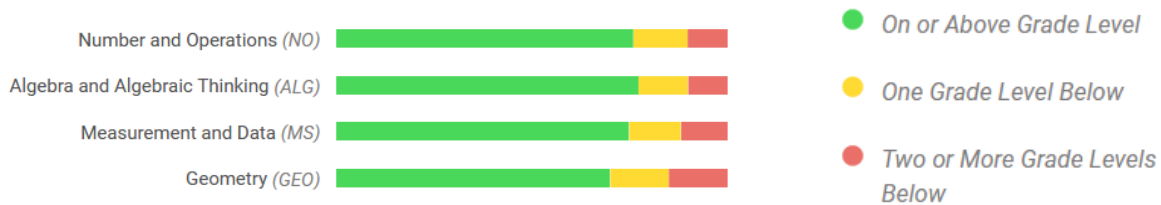


2020



2021-22 iReady Data, K - 8th Grade
 Beginning-of-Year Math Diagnostic – Beginning-of-Year View

Placement By Domain



Mr. Montler provided an overview of the 1st Trimester (near or above standard) SBAC Interim Assessment Block Data for grades 3 – 8, for English language arts and mathematics; and compared the 2020 1st Trimester to the 2021 1st Trimester data. In third-grade ELA, he noted an 8.2% increase; and a 12.3% increase in math. Fourth-grade ELA showed a 5.1% increase; and a 11.4% in math. Fifth-grade ELA showed 5.0% increase; and a 7.2% increase in math. Sixth-grade ELA showed a 3.6% decrease; and a 9.0% increase in math. Seventh-grade ELA showed a 0.1% increase; and a 3.4% increase in math. Eighth-grade ELA showed a 2.6% increase; and a 3.9% increase in math.

SBAC Interim Assessment Block Data

1st Trimester Data – Near or Above Standard

District	ELA IAB 2020 T1 Δ 2021 T1 Comparison								
	2020 1st Trimester			2021 1st Trimester			20-T1	21-T1	Change
	Above	Near	Below	Above	Near	Below	A-N	A-N	Δ
3rd Grade ELA IAB									
ELA Total	13.2%	47.8%	39.0%	19.9%	49.4%	30.8%	61.0%	69.2%	8.2%

District	Math IAB 2020 T1 Δ 2021 T1 Comparison								
	2020 1st Trimester			2021 1st Trimester			20-T1	21-T1	Change
	Above	Near	Below	Above	Near	Below	A-N	A-N	Δ
3rd Grade Math IAB									
Math Total	17.4%	41.7%	40.9%	20.5%	50.9%	28.6%	59.1%	71.4%	12.3%

District	ELA IAB 2020 T1 Δ 2021 T1 Comparison								
	2020 1st Trimester			2021 1st Trimester			20-T1	21-T1	Change
	Above	Near	Below	Above	Near	Below	A-N	A-N	Δ
4th Grade ELA IAB									
ELA Total	14.4%	54.8%	30.9%	19.6%	54.6%	25.8%	69.1%	74.2%	5.1%

District	Math IAB 2020 T1 Δ 2021 T1 Comparison								
	2020 1st Trimester			2021 1st Trimester			20-T1	21-T1	Change
	Above	Near	Below	Above	Near	Below	A-N	A-N	Δ
4th Grade Math IAB									
Math Total	12.0%	46.1%	41.9%	21.2%	48.2%	30.5%	58.1%	69.5%	11.4%

District	ELA IAB 2020 T1 Δ 2021 T1 Comparison								
	2020 1st Trimester			2021 1st Trimester			20-T1	21-T1	Change
	Above	Near	Below	Above	Near	Below	A-N	A-N	Δ
5th Grade ELA IAB									
ELA Total	21.8%	52.3%	26.0%	27.4%	51.6%	21.0%	74.0%	79.0%	5.0%

District	Math IAB 2020 T1 Δ 2021 T1 Comparison								
	2020 1st Trimester			2021 1st Trimester			20-T1	21-T1	Change
	Above	Near	Below	Above	Near	Below	A-N	A-N	Δ
5th Grade Math IAB									
Math Total	10.3%	47.3%	42.3%	18.5%	46.4%	35.1%	57.7%	64.9%	7.2%

District	ELA IAB 2020 T1 Δ 2021 T1 Comparison								
	2020 1st Trimester			2021 1st Trimester			20-T1	21-T1	Change
	Above	Near	Below	Above	Near	Below	A-N	A-N	Δ
6th Grade ELA IAB									
ELA Total	22.8%	53.7%	23.5%	23.0%	49.9%	27.1%	76.5%	72.9%	-3.6%

District	Math IAB 2020 T1 Δ 2021 T1 Comparison								
	2020 1st Trimester			2021 1st Trimester			20-T1	21-T1	Change
	Above	Near	Below	Above	Near	Below	A-N	A-N	Δ
6th Grade Math IAB									
Math Total	16.8%	40.6%	42.5%	28.1%	38.3%	33.6%	57.5%	66.4%	9.0%

District	ELA IAB 2020 T1 Δ 2021 T1 Comparison								
	2020 1st Trimester			2021 1st Trimester			20-T1	21-T1	Change
	Above	Near	Below	Above	Near	Below	A-N	A-N	Δ
7th Grade ELA IAB									
ELA Total	17.8%	61.7%	20.4%	23.0%	56.6%	20.4%	79.6%	79.6%	0.1%

District	Math IAB 2020 T1 Δ 2021 T1 Comparison								
	2020 1st Trimester			2021 1st Trimester			20-T1	21-T1	Change
	Above	Near	Below	Above	Near	Below	A-N	A-N	Δ
7th Grade Math IAB									
Math Total	19.4%	53.2%	27.4%	20.4%	55.6%	24.0%	72.6%	76.0%	3.4%

District	ELA IAB 2020 T1 Δ 2021 T1 Comparison								
	2020 1st Trimester			2021 1st Trimester			20-T1	21-T1	Change
	Above	Near	Below	Above	Near	Below	A-N	A-N	Δ
8th Grade ELA IAB									
ELA Total	16.9%	57.8%	25.3%	20.3%	56.9%	22.8%	74.7%	77.2%	2.6%

District	Math IAB 2020 T1 Δ 2021 T1 Comparison								
	2020 1st Trimester			2021 1st Trimester			20-T1	21-T1	Change
	Above	Near	Below	Above	Near	Below	A-N	A-N	Δ
8th Grade Math IAB									
Math Total	17.3%	50.3%	32.4%	27.0%	44.5%	28.5%	67.6%	71.5%	3.9%

Dr. Pierce explained next steps were:

- Continue to learn from the data, apply learning to curriculum and instructional planning
- Design intervention systems to improve student learning in literacy and mathematics
- Intervention supplemental materials
- iReady Reading and Math Instruction
- Professional learning
 - Consulting for Assessment Alignment
 - Cognitive Guided Instruction (CGI)

Mr. Montler presented an overview of data from the Panorama Survey. He explained the surveys are broken down by grade span, grades 4-5 and grades 6-8; with each grade span taking two surveys, a “climate and culture” and social emotional learning. Each survey contains approximately 15-20 questions and address four topics for each survey.

Panorama Fall Survey

<i>4th & 5th Grade: Climate and Culture</i>			
Topic	Percent Favorable	Compared to others in the CORE District dataset	Change since Fall 2020, SEL
Climate of Support for Academic Learning	87%	80 th -99 th percentile	+3
Knowledge and Fairness of Discipline, Rules and Norms	85%	60 th -79 th percentile	-1
Sense of Belonging (School Connectedness)	81%	80 th -99 th percentile	No change
Safety	74%	60 th -79 th percentile	-11

<i>6th – 8th Grade: Climate and Culture</i>			
Topic	Percent Favorable	Compared to others in the CORE District dataset	Change since Fall 2020, SEL
Climate of Support for Academic Learning	84%	60 th -79 th percentile	-2
Knowledge and Fairness of Discipline, Rules and Norms	81%	60 th -79 th percentile	No change
Sense of Belonging (School Connectedness)	69%	80 th -99 th percentile	-1
Safety	63%	20 th -39 th percentile	-10

<i>4th & 5th Grade: Social Emotional Learning</i>			
Topic	Percent Favorable	Compared to others in the CORE District dataset	Change since Fall 2020, SEL
Growth Mindset	76%	60 th -79 th percentile	-3
Self-Management	76%	80 th -99 th percentile	-5
Social Awareness	74%	80 th -99 th percentile	-2
Self-Efficacy	65%	80 th -99 th percentile	-3

<i>6th – 8th Grade: Social Emotional Learning</i>			
Topic	Percent Favorable	Compared to others in the CORE District dataset	Change since Fall 2020, SEL
Self-Management	75%	80 th -99 th percentile	-1
Growth Mindset	72%	60 th -79 th percentile	+1
Social Awareness	70%	60 th -79 th percentile	+2
Self-Efficacy	61%	60 th -79 th percentile	+2

Dr. Pierce shared next steps include:

Tier I Support

- Implementation of Second Step curriculum
- Implementation of a school-wide PBIS system
- Site Climate and Culture Committees analyze school-wide data to identify area of greatest need and identify strategies for improvement

Beyond Tier I Support

- Counselors and site administration analyze data to identify individual student needs and determine individualized support
- Referrals to counselors

Dr. Pierce also noted the four topics of Social Emotional Learning were Growth Mindset; Self-Efficacy; Self-Management; and Social Awareness. A copy of definitions was provided to the Board and those in attendance.

Growth Mindset - The Panorama Student Survey and Panorama's SEL Measures ask students to answer questions about the extent to which they believe they have the potential to change the factors that are central to their performance in the classroom and school. Research indicates that students who self-report higher levels of growth mindset tend to do better academically and a greater sense of confidence when confronting new challenges.

Self-Efficacy - Panorama's SEL Measures ask students to answer questions related to how much they believe they can succeed in achieving academic outcomes. Research indicates that students who self-report higher levels of self-efficacy tend to do better in school, career, and life.

Self-Management - Panorama's SEL Measures ask students to answer questions about how well they feel they manage their emotions, thoughts, and behaviors in different situations. Research indicates that students who self-report stronger senses of self-management tend to do better school, life, and career.

Social Awareness - Panorama's SEL Measures ask students to answer questions about how often they consider the perspectives of other people and empathize with them. Research indicates that students who self-report higher levels of social awareness tend to do better school, life, and career.

The Board expressed concern with the significant decrease in safety and asked that they be provided with the safety questions that were answered by the students. They expressed their gratitude towards staff for the data presentation.

C. PUBLIC COMMUNICATION

President Levens-Craig invited members of the audience to address the Board about any item not on the agenda. There was one (1) request to speak.

Britiney Shell, parent, expressed concerns with the close contact timeline, children administering their own COVID tests, consent to test at a school; and concerns that some teachers were asked to return to work while COVID positive. Ms. Shell shared enjoying listening to the previous presentation and that it was done at the beginning of the meeting. Member El-Hajj noted Ms. Snell had addressed the Board at another meeting and asked if someone had followed up with her concerns. Ms. Shell noted no one had contacted her. Member El-Hajj shared someone would follow up and provide a remedy to her concerns.

President Levens-Craig expressed her gratitude to those in attendance for sharing their thoughts and concerns.

D. PUBLIC HEARING

1. **Recycling of Obsolete Instructional Materials**

President Levens-Craig opened the public hearing Recycling of Obsolete Instructional Materials. She stated that in accordance with Education Code 60510, the governing board of the school district may dispose of surplus or undistributed obsolete instructional materials that are usable for educational purposes by donating them to children or adults in the State of California or foreign countries for the purpose of increasing the general literacy of the people; and noted this public hearing was being conducted for the community to provide input regarding the recycling of obsolete materials. President Levens-Craig noted there were no public comments. The public hearing was closed.

D. CONSENT ITEMS

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

- 1.1. **Approval of Minutes**
- 2.1. **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 Expenditure Transactions Charged to District Issued Purchasing Cards (P-Cards)**
- 2.8. **Acceptance of GASB 75 July 2021 Actuarial Valuation Update**
- 2.9. **Memorandum of Understanding with Padre Dam Municipal Water District for Installation of Water Bottle Refill Stations at Carlton Hills, Chet F. Harritt, Hill Creek, and PRIDE Academy Schools**
- 2.10. **Approval of Agreement with Synovia Solutions for GPS and Child Tracking System for Transportation Department**
- 2.11. **Approval of Uniform Complaint Quarterly Report Required by the Williams Settlement**
- 3.1. **Approval of School Accountability Report Cards for the 2020-2021 School Year**
- 3.2. **Approval of the School Plans for Student Achievement**
- 3.3. **Approval of Comprehensive School Safety Plans**
- 3.4. **Authorization to Sell/Dispose of Surplus Items**
- 3.5. **Approval of Nonpublic Agency Master Contract with Vista Hill Learning Assistance Center and GPS Services for Educationally Related Mental Health Services (ERMHS)**
- 4.1. **Personnel, Regular**
- 4.2. **Proclamation for National School Counseling Week (2/7/22 – 2/11/22) and National School Social Work Week (3/6/22 – 3/12/22)**
- 4.3. **Approval of Short-Term Positions**

Member Burns asked that consent item 3.3. Approval of Comprehensive School Safety Plans be pulled for separate consideration and moved approval of the remaining consent items.

President Levens-Craig expressed her appreciation to staff for their work on the School Accountability Report Cards for the 2020-2021 School Year (Item 3.1); School Plans for Student Achievement (Item 3.2.); and the Comprehensive School Safety Plans (Item 3.3.).

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

3.3. Approval of Comprehensive School Safety Plans

Member Burns shared pulling this item for separate consideration as a concern based on the data, from the Panorama Survey, previously presented by Bonner Montler. He asked how these issues were being addressed and the need to create action plans, by site, on addressing and/or preventing these issues; and suggested that the data be reviewed by the Character Education and Climate Committee. Member Burns asked that the Board receive an update at a future meeting and moved approval of the item.

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

E. DISCUSSION AND/OR ACTION ITEMS

Business Services

2.2. Approval of Monthly Financial Report

Karl Christensen, Assistant Superintendent of Business Services, reported the monthly financial report was for cash and budget revision transactions posted through November 30, 2021; and shared the District ended the month with a cash balance in the General Fund of approximately \$16 million; sufficient funds to pay the District's financial obligations with internal cash. Member El-Hajj moved approval.

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

President Levens-Craig asked Mr. Christensen to explain a letter from the San Diego County Office of Education regarding the 1st Interim Report. Mr. Christensen explained the San Diego County Office of Education, upon review of the 1st and 2nd interim reports for the districts, send a letter to the districts on whether or not they concur with the certification. He noted the District had certified a positive on the 1st Interim and the San Diego County Office of Education concurred. President Leven-Craig commended Mr. Christensen and the Business Services staff for their hard work.

2.1. Governor's Budget Proposal for 2022-23

Karl Christensen, Assistant Superintendent of Business Services, shared that on January 10, the Governor unveiled his plans for the 2022-23 State budget. Mr. Christensen provided an overview of the Governor's plan and noted more detailed information would be presented at the budget workshop on March 1.

**2022-23 Governor's Budget
 General Fund Budget Summary**
 (Dollars in Millions)

	2021-22	2022-23
Prior Year Balance	\$37,011	\$23,650
Revenues and Transfers	\$196,669	\$195,719
Total Resources Available	\$233,680	\$219,369
Non-Proposition 98 Expenditures	\$138,185	\$139,993
Proposition 98 Expenditures	\$71,845	\$73,134
Total Expenditures	\$210,030	\$213,127
Fund Balance	\$23,650	\$6,242
Reserve for Liquidation of Encumbrances	\$3,175	\$3,175
Special Fund for Economic Uncertainties	\$20,475	\$3,067
Public School System Stabilization Account	\$6,663	\$9,725
Safety Net Reserve	\$900	\$900
Budget Stabilization Account/Rainy Day Fund	\$19,303	\$20,868

Note: Numbers may not add due to rounding.

State Budget Summary									
Budget Year: 2022-23		Change from Prior Year	Within Proposition 98			Outside Proposition 98			Comments
Release: January Proposal			On-Going	One-Time: Paid in Single Year	One-Time: Paid Over Multiple Years	On-Going	One-Time: Paid in Single Year	One-Time: Paid Over Multiple Years	
Category	Description								
Major Themes	1) COVID Protection and Response, Wildfire Protection and Response, climate change, education 2) California for All Kids - Expanded Learning Opportunities 3) Save for the inevitable Rainy Day								
State General Fund Revenues	Personal Income Tax, Sales Tax, Corporation Tax (Big 3) plus other, including transfers	-0.48%				22-23=\$195.72B 21-22=\$196.67B 20-21=\$194.13B			3 Yr Chg from Adopted State Budget = \$40.97B
	Capital Gains	-4.90%				22-23=\$23.3B, 11.8% of Total 21-22=\$24.5B, 12.7% of Total 20-21=\$22.8B, 12.3% of Total			
Proposition 98 Formula	Operative Test: 1=Fixed % (38%) of GF Revenues + Prop Tax 2=Prior Yr X Per Capita Change to Personal Income adjusted for workload (ADA) 3=Prior Yr X Per Capita Change in GF Revenues + 0.50% adjusted for workload (ADA)								
	Result: Highest amount ever	2.93%				Test 1 22-23=\$102.0B 21-22=\$99.1B 20-21=\$95.9B			
Rainy Day Fund for Schools	Payments Into				\$3.1B				End of year balance = \$9.7B
10% Reserve CAP for District	Triggered in 2021-22 for implementation in 2022-23								
	Fund Statutory COLA for 22-23	5.33%	\$3.3B						
Local Control Funding Formula	Change to ADA input from higher of prior or current year to higher of current year, prior year, or average of 3 prior years	New	\$1.2B						
Reopening Schools	Independent study options in 2021-22 to continue for 2022-23								
Expanded Learning Time	Provide all students in low-income communities with no-cost access to nine hours of developmentally appropriate academics and enrichment activities per instructional day and for six weeks each summer		\$4.4B						\$3.4B added to \$1B from 21-22

State Budget Summary									
Budget Year: 2022-23		Change from Prior Year	Within Proposition 98			Outside Proposition 98			Comments
Release: January Proposal			On-Going	One-Time: Paid in Single Year	One-Time: Paid Over Multiple Years	On-Going	One-Time: Paid in Single Year	One-Time: Paid Over Multiple Years	
Category	Description								
Early Childhood Education	Begin transition to servicing all 4 year olds in TK with those turning 5 between Sept 2nd and Feb 2nd in 22-23		\$0.64B						
	Reduce adult to student ratio in TK to 1:12		\$0.38B						
	Increase State Preschool adjustment factors for students with disabilities and dual language learners		\$0.20B			\$0.12B			
	Statutory COLA for 22-23	5.33%	~\$0.20B						
Special Education	Augmentation to AB602 funding formula in addition to COLA		\$0.50B						
	Policy changes: 1) Calculate base funding at LEA level rather than SELPA level 2) Consolidate 2 extraordinary cost pools into 1 3) Allocated ERMHS (mental health) funds to LEA rather than SELPA 4) Add Spec Ed addendum to the LCAP 5) Improve IEP process								
Transportation	\$500k grants to transition to electric school busses with priority for districts with high concentrations of unduplicated pupils and those that are small or rural			\$1.5B					
School Facilities	Fund School Facilities Program (SFP) grants for new construction and modernization rather than issuing bonds								\$2.2B

F. BOARD POLICIES AND BYLAWS

President Levens-Craig noted item F.1.1. was a second reading of revised Board Policy (BP)/ and Administrative Regulation (AR) 5145.3 – Nondiscrimination/Harassment She noted F.1.2., were first readings and encouraged the Board to review and discuss any questions with Administration. Member El-Hajj moved approval of F.1.1.

1.1. Second Reading: Revised Board Policies (BP)

- **BP/AR 5145.3 – Nondiscrimination/Harassment**

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

1.2. First Reading of Revised Board Policy (BP) and Administrative Regulation (AR)

- **BP 1312.3 – Uniform Complaint Procedures**
- **BP/AR 5148.2 – Before/After School Programs**
- **BP 5148.3 – Preschool/Early Childhood Education**

G. EMPLOYEE ASSOCIATION COMMUNICATION

Melanie Hirahara, Santee Teachers Association President, shared surviving the first two weeks after the break and acknowledged and commended all certificated and classified staff (including counselors, curriculum resource teachers, psychologists, etc.) that had stepped-up and covered two classroom, printed lesson plans, or did anything they could to support one-another and make it possible for the students to continue their in-person learning .

Member El-Hajj noted all staff (including District office administration and clerical support, etc.) had all done a great job in supporting, where needed. President Levens-Craig expressed her gratitude towards everyone for their sacrifices during this time of need. She shared one of her friends, from another district, had posted a picture of the Superintendent substituting in a bilingual kindergarten classroom. Member El-Hajj noted one of the neighboring superintendents had spent a week substituting in a kindergarten class.

President Levens-Craig expressed her gratitude towards Mrs. Hirahara for her sentiments.

H. BOARD COMMUNICATION AND ORGANIZATIONAL BUSINESS

Superintendent Baranski provided a COVID-19 District update and explained the situation is very different than prior to the holiday break. She stressed the priority and commitment to keep students in the classrooms; with a lot of creativity and everyone's extra hard work. Superintendent Baranski noted the cases continue to increase and noted the Dashboard is updated daily. She shared feeling confident with the systems in place (i.e., student/staff testing, at-home tests, etc.). Superintendent Baranski noted that although it would have been helpful to the District to receive the at-home tests earlier, they were picked up from the County on Wednesday and sent home with students the next day. She expressed appreciation to all staff for making sure the tests went home before the three-day break. Superintendent Baranski shared Executive Council would help discuss the current changes to the isolation and guidelines; and the Governor's Executive Order addressing limited staffing.

Mr. Christensen shared the student and staff testing had increased and commended the testing staff for their patience, hard work, and dedication. He noted that unfortunately, there were days when some were turned away in order to honor the testing staff's work schedule; as testing staff are part-time employees and have other commitments and/or employed elsewhere. Mr. Christensen shared that since the inception of testing in November, staff has administered 1,652 tests, of which 125 were staff tests. He noted almost 1,000 of the 1,652, were administered last week; prior to the break, only 220 tests had been administered since the testing site had opened. Mr. Christensen shared the District was looking into an appointment system to help facilitate the process. He shared that recently, there were two days when the staff completed 238 tests each day; and today, 92 tests were completed.

Mr. Christensen explained the changes to isolation and quarantine guidelines, effective January 19, and provided a summary of the changes to the SAFE AT SCHOOL Reopening Plan. He explained the "decision tree" was the document outlining isolation and quarantine guidelines. Mr. Christensen shared the revised "decision tree" released on Friday, January 7 but was different than what they had been presented at the briefing earlier that week. He noted the plan has changed four (4) times since the release date. Mr. Christensen shared the "decision tree" has

been solidified and the District can invoke the changes. He noted the focus of the changes were to address staffing shortages and the delay (5-7 days) in receiving PCR test results. Mr. Christensen shared the following changes.

1. Adds a **Modified5 quarantine type** for PreK-12 students or staff with Symptoms (regardless of initial test result – positive, negative, or not done), without Symptoms, or who are Close Contacts allowing them to return on Day 6 under the following conditions:
 - a. Symptoms resolving or No Symptoms from the beginning
 - b. No fever for 24 hours without the aid of medication
 - c. Negative test result collected on Day 5 (Rapid Antigen)
 - i. There is still a Reduced quarantine type allowing a student or staff member to return 24 hours after a negative PCR test result as long as symptoms are improving and they have no fever without the aid of medication
 - ii. The Modified5 was added as a way to deal with the significant delays in getting PCR test results back
 - d. Individual wears a well-fitting facemask AT ALL TIMES when indoors and when around others outdoors through Day 10
 - e. Care taken to ensure individual is not within 6 feet of anyone who is immunocompromised
 - f. Replaces Modified7 quarantine type for Close Contacts
2. Adds a **Suspended quarantine type** for staff who are Close Contacts; at least 14 days past their primary vaccination series, or within 90 days of a prior COVID-19 infection (“fully vaccinated” now defined as boosted, if booster eligible); and have no symptoms under the following conditions:
 - a. Not a Close Contact to someone in their household
 - i. Exposure in household requires adding applicable quarantine period to the infected household member’s isolation period
 - b. Individual wears a well-fitting facemask AT ALL TIMES when indoors and when around others outdoors through Day 10
 - c. Individual does not work within 6 feet of anyone who is immunocompromised
 - d. Take a test immediately – recommended but not required
 - e. Negative test result (Rapid Antigen) collected on Day 3, 4, or 5
 - f. Exempt quarantine type still available with **no testing requirement**, if fully vaccinated (i.e. boosted, if booster eligible), but must still wear a well-fitting facemask AT ALL TIMES when indoors and when around others outdoors through Day 10
3. Adds ability for **At-Home test results** to be temporarily used under certain conditions:
 - a. Students: can use for the same allowed purposes as lab administered Rapid Antigen (i.e. identify positives, Modified5, and Suspended quarantine types)
 - b. Staff: can only be used if collection observed by the employee or telehealth proctor
 - c. Positive results are deemed Presumptive Positive with required isolation
4. Adds an option to do **Group Contact Tracing** for TK-12 students who are asymptomatic (does NOT apply to Preschool):
 - a. When there is a positive case in the classroom (school setting), entire cohort is notified of positive case with requirement to test on Day 3, 4, or 5 and recommendation to monitor for symptoms
 - i. Individual, within 6 feet, contact tracing eliminated for students
 - ii. Does not apply to exposure in the household
 - b. Individual contact tracing still required for staff

Mr. Christensen shared guidelines were being presented to school administration and health clerks and a letter was being sent to parents. President Levens-Craig asked that because the Board was unable to take questions, he asked those in attendance to email Mr. Christensen with case-specific questions.

Member Burns explained because the information was not on the agenda for action, he suggested allowing the audience to address the Board with specific questions about the new guidelines. He noted they were very confusing, and this would assist with making sure the

information was being interpreted appropriately. Upon discussion, it was consensus of the Board to allow those in attendance to ask questions specific to the modifications on the guidelines.

Member Fox shared he was happy to see attendance at schools remains at 80-90%, even with all the changes isolation/quarantine changes.

Tim Larson, Assistant Superintendent of Human Resources/Pupil Services, shared an overview on the Governor's Executive Order addressing limited staffing and noted districts were still waiting for guidance from the San Diego County of Education. He acknowledged and commended the Human Resources Staff for their hard work in staffing certificated and classified positions during the current employee shortage.

Superintendent Baranski noted the March 1 Board of Education meeting would include the Budget Workshop.

Member Burns noted three (3) school were attending camp this week. He shared there was a lot of preparation to make camp possible, including testing the students at the school sites prior to departure. Member Burns expressed his gratitude towards administration, classified, and certificated staff for making sure students stay in school even with all the challenges; and reiterated his priority is to keep children in school. He shared being proud to be part of the Santee team.

The Board reiterated it is their priority is to keep children in school.

President Levens-Craig noted some neighboring districts cancelled classes because of the staff shortage; and shared being proud of the District and everyone for their hard work in keeping our schools open. President Levens-Craig shared attending the District Advisory Committee (DAC) meeting and noted great parent attendance and engagement; and seeing the teachers' excitement and pride during their iReady presentation. She noted the information presented at the California School Boards Association and Capital Advisors budget workshops was very similar to Mr. Christensen's presentation.

I. CLOSED SESSION

President Levens-Craig 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 7:45 p.m.

J. RECONVENE TO OPEN SESSION

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

K. ADJOURNMENT

With no further business, the regular meeting of January 18, 2022, was adjourned at 9:45 p.m.



Ken Fox, Clerk



Dr. Kristin Baranski, Secretary