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2023-10-17, Regular Meeting

Agenda



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- ▶ [**Nancy Thomas**] October 17, 2023 regular meeting of the Board of Education. Roll call, please.

- ▶ [**Jennifer Sachs**] Student member Joy Lee is not present. Member Nguyen? Here. Member Plancarte? Here. Member Jones? Here. Member Hill? Here. Member Thomas?

- ▶ [**Nancy Thomas**] Here. Thank you. Thank you. Next, do we have any public comment on our closed session agenda items? Seeing none, we will be recessing to closed session where we will have two items, public employee dismissal, discipline release, and conference with labor negotiators, employee organizations, NTA, and CSEA. Thank you. 17th regular meeting of the Board of Education. We have just returned from closed session. No action was taken. Well, I'm delighted to introduce to you Michelle Rendon, who is going to lead the Pledge of Allegiance in Spanish and in English. Supported by her friends.

- ▶ [**Michelle Rendon**] I pledge allegiance to the flag of the United States of America, and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

- ▶ [**Nancy Thomas**] Thank you, Michelle and friends.

- ▶ [**Nancy Thomas**] The next item of business is approval of the agenda.

- ▶ [**Nancy Thomas**] And Superintendent, you have something to change?

- ▶ [**Penny DeLeon**] Yes, President Thomas, we are requesting to remove the staff report which is the update on the COVID safety plan for this evening. We'll bring it back at a later date.

- ▶ [**Nancy Thomas**] I would entertain a motion with the removal of that report to be approved for the agenda.

- ▶ [**Aiden Hill**] I second.

- ▶ [**Nancy Thomas**] Who made the motion?

- ▶ [**Phuong Nguyen**] I'll make the motion to approve the agenda as is. I'm sorry, with the removal of 11.2. I second.

- ▶ [**Nancy Thomas**] OK, motion made and seconded. Please vote. Student member Lee, what's your vote? Yes.

- ▶ [**Joy Lee**] Yes.

- ▶ [**Nancy Thomas**] Six aye. Thank you. Next, I'll turn it over to the superintendent for recognitions and celebrations.

- ▶ [**Penny DeLeon**] Thank you, President Thomas, members of the board, student board member Lee, all of our wonderful family, friends, staff, our students. We have so many amazing students here tonight. We're so looking forward to celebrating with you. This is my favorite, favorite part of the evening. First up, we have the magnificent Newark Memorial High School Rocketry Club to come talk to you about an incredible recognition that they have, an opportunity they have. Come on up.

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- ▶ [**Sebastian Laguno**] Hello. Testing. OK. Hello.

- ▶ [**Penny DeLeon**] There you go. Perfect.

- ▶ [**Sebastian Llaguno**] Testing. Testing. OK. All right. So good afternoon, everyone. My name is Sebastian Llaguno. I'm the team lead for the Newark Memorial NASA Rocketry Program. And today I'm just going to talk to you all about our rocketry journey. So the first thing I want to talk to you all about is what is SLI? So first of all, Newark Memorial Every year, we participate in TARC, the American Rocketry Challenge, which is the largest high school rocketry competition across the entire nation, right? And thanks to all of your contributions, earlier this year, we were able to place within the top 100 high school teams all across the nation, qualifying us to go to Virginia to compete in nationals. At nationals earlier this year, we secured the place of 11th. That's right, 11th place out of all the hundreds of high schools all across the nation, mind you. We placed 11th place out of all of those schools. And so, because of our high placement within the top 25, NASA themselves offered us a spot in their exclusive student launch initiative program, known as the SLI, which I'm going to be talking to you all about right now. Now, this competition is on a much larger scale than our Rocketry Club has ever done before. Before, we used to be building three-foot-tall rockets. Now we're going to be doing six-foot-tall rockets. Before, the building used to go up 1,000 feet, but now we're skyrocketing past that. We're going 5,000 feet up in the air. And because of that, because of our insane developments with the height and the altitude, we're going to need a bigger team size, right? And so from seven members, we're going to have a team of 20 dedicated students, all right? And so TARC, the American Rocket Challenge, was a building block, a sort of a foundation for us to open up the opportunities to be able to receive leadership from esteemed NASA engineers and astrophysicists. It's such a wonderful opportunity. And for us to play so highly in TARC and enable us to have the opportunity is such a big deal to us. And so by supporting us, you are supporting a dedicated team of students that will work tirelessly, hourly, hours on end to achieve rocketry success.

- ▶ [**Brandon Ramos-Bailon**] Good evening, everyone. My name is Brandon Ramos-Bailon. And what I want to discuss with you today is about what do we need as Newark's SLI team to be able to succeed at the highest level. Now, when we submitted our proposal to NASA and got accepted, truly an unprecedented amount of responsibility was bestowed upon us, nothing like Newark has ever seen before. And it was with that larger opportunity, larger expectation, larger deliverables of projects were all given the ability to us. But I would argue As much as this is an opportunity for SLI and Memorial, it's an opportunity for Newark. Now, as Sebastian mentioned, our rockets are almost incomparable to TARC rockets. They are utilizing space-grade level materials. We'll be utilizing carbon fiber, fiberglass, reinforced metal alloys. We are truly working in a field that has never been explored in Newark. And it was also the software that we'll be using that gives memorial students the unique opportunity to really pursue an amazing passion and get hands-on experience in building high-powered rockets, which every student part of SLI is dedicated to. But where does this all lead us to? Well, it leads us to Huntsville, Alabama. But where is that? Huntsville, Alabama is mere minutes away from NASA's very own rocket launch site. Yes, the very NASA that marked discovery for mankind, that marked the progression of the human race, that are the innovators in space. We will be associated that by proximity and by our participation in that. We will be ever connected to NASA. Memorial will forever be connected to NASA. Newark will forever be connected to NASA. But as I stated, this is an opportunity for Newark, even beyond what I've just said. We plan to completely integrate the community into our journey. We believe our journey is not just our journey, but it's Newark's journey. We want everybody in Newark to be a part of this. We want to see Newark come together and succeed at a level that we've never had the chance to be able to because I know we can. And personally speaking, I'm very excited for what this opportunity can bring. I'm very excited for NASA X Newark. Thank you.

- ▶ [**Edward Wong**] Good evening, everyone. My name is Edward Wang, and I'm representing Newark Memorial's rocketry team. Now, I would like to talk to you guys about funding. There is but one thing stopping our rocketry team from achieving our dreams of grandeur, and that is funding. Now, as you guys know, food these days, they're not really cheap anymore. And ticket prices from California to Alabama certainly isn't free, as much as we want it to be. There is but one obstacle stopping us from achieving our dream. After careful consideration

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and calculations, Newark Memorial's rocket team have come to the conclusion that in order to achieve this, we will need approximately \$30,000 to \$35,000. Now, we have carefully divided that into five sections. We have our rocket parts, housing, transportation, outreach, and food. Can't forget about food. We have to eat. Yeah, I can't forget about food. Now, of course, every dime and every penny will be contributed towards aspiring Rocketeers, and we hope that our journey to success will not be stopped because of financial needs and financial requirements. Thank you guys very much.

- ▶ [**Zayna Ansari**] Okay, well, besides affecting our wallets, this is also going to have a major impact on our community, because if you probably heard already, but Newark was the sole qualifier in all of Northern California. Yes, the sole qualifier. This means like, you know, Mission San Jose, they competed. Irvington High School, they competed. But we were the only ones to even qualify for the top 100 out of them. And then we were the only ones to be offered this position for SLI. So this means, essentially, we're going to be representing Newark nationally for our team. We're going to be going to NASA. We're going to be flying rockets with NASA for Newark. And NASA does require us to fill out certain requirements. And of course, we want to represent Newark. We want to be involved with our community. So we are going to be having a STEM engagement activity, hopefully soon, at Ohlone College. a public launch in which we involve elementary students, high school students, parents, grandparents, you know, all of the community, even Fremont. We want to launch our rockets. We want to share it with everyone. So we, so essentially what our goal is is to impact Newark as a community and spread STEM to everyone and spread rocketry to everyone. Thank you.
- ▶ [**Isaac Pinedo**] Hey, everyone. My name is Isaac. And thank you, Zainab, for talking about the Newark community. But now it gets to the difficult part of today's presentation, how exactly we're going to be getting all this money, all these funds. So collectively, as a team, we agreed upon setting up a GoFundMe so that we could get the Newark community to support all of us and getting all this money that's going to be a lot to Alabama food, like Edward said. Similarly, like last year, we made the GoFundMe, and we come here today to humbly request upon your approval of the GoFundMe. We request upon your aid, your support. And this isn't a message directly solely to the board. This is a message directly to the entirety of Newark. Nope, scratch that. The entirety of Bay Area to band together to support our fellow STEM peers, to go to Alabama and represent us to the entire nation. This is an opportunity that comes once in a lifetime, and by no means can we let this go to waste. A chance to represent the Newark community for the entire nation to see. When we beat this competition at NASA headquarters, NASA will guarantee itself its recognition. Newark will guarantee itself the recognition it long deserved. We beat Irvington. We beat Mission San Jose. We beat Logan. We beat over three quarters of a thousand schools all throughout the nation. And if you ask me, this is already a lot. This is huge. But now this is our big break to go even further beyond. We're going to be the best school in the entire nation for rocketry. We're going to beat this SLI competition. So if this gets approved, tell your parents, tell your siblings, tell your friends, tell everyone that NMHS SLI team is going to Alabama to be a number one rocketry team. Thank you, and I'll leave this off to Edward to finish off.
- ▶ [**Edward Wang**] All right, guys, it's me again. By contributing to our project, you are directly helping us to construct Newark and reform Newark into the beacon for future scientific youth. Newark will be the first name that come at the family table when we discuss what school we're going to attend during high school. Newark beat Harker. Newark beat Stratford. Newark was the number one school in not only the Bay Area, but North Cal, and we will be a beacon for future academics and STEM engagement. Once again, Once again, representing the Newark Rocketry team, we like to humbly thank you for your time and your consideration.
- ▶ [**Nancy Thomas**] Thank you. Dr. DeLeon.
- ▶ [**Penny DeLeon**] Yes. So Rocketry Club. I think there are people up on this dais who belong to pretty much every service group, the Ed Foundation, everything there is in Newark. And I'm pretty sure that we're going to be asking for some funding for your trip to Alabama. So we're on it.

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- ▶ [**Phuong Nguyen**] We are on it. Thank you, President Thomas. I just want to let the students know last week at Rotary, I already informed our Rotary Club members that you guys are going to NASA Student Launch, and they are very supportive. And we wanted to know, and you guys disclosed how much money that you were trying to fundraise for. And so I know that the Rotary Club is definitely going to be supporting Rocketry. And also, remember to reach out to the Newark Educational Foundation. They are a huge STEM initiative here in our community. And I just wanted to thank Ms. Darnay Lang for letting me know ahead of time so that I can let our Rotary know. But also, I just really want to appreciate Ms. Janice Bishop, who really was, last year she came here and was advocating for you students. And also all of the the mentors, and the project leads, which, you know, most of you guys are here tonight. Sebastian Llaguno, Katie Grundler, Isaac Pinedo, and Zayna Ansari. So apologies on mispronunciation of names, but I'm just really super proud of all of you guys, and I'm committed to donating \$1,000 to the fundraiser. So I hope that President Thomas will match my \$1,000 donation.
- ▶ [**Nancy Thomas**] OK, I will match that. I will donate \$1,000 as well. OK, so you're off to a good start. Congratulations, and we're wishing you all the best.
- ▶ [**Nancy Thomas**] That was great. Yay.
- ▶ [**Phuong Nguyen**] Oh, I also missed one student, one name, Alex Knoop.
- ▶ [**Penny DeLeon**] All right. Thank you.
- ▶ [**Nancy Thomas**] Great job. Next, we move on to student spotlight, superintendent.
- ▶ [**Penny DeLeon**] Yes. Would the principal of Schilling Elementary School, Ms. Herrera, please come up? Please join us. Would you be so kind as to introduce your dancing group, Ballet Folklorico, and tell us a little bit about your group in Schilling, and when they meet, and how long they've been together, and all of that?
- ▶ [**Elba Herrera**] Yes, my pleasure. Thank you, everyone. Good evening. I wasn't expecting on speaking today, but here we are. We are Schilling Elementary, Schilling Ballet Folklorico. Schilling Ballet Folklorico has been going around for, I want to say, Miss Maria, where are you? I'd like to Miss Maria and Maestra Sol to come up because they are the head leads of our Ballet Folklorico.
- ▶ [**Maria Gutierrez**] Thank you. Yes, come on up. Come. Vengan por favor, vengan para acá.
- ▶ [**Elba Herrera**] So Miss Maria is a big part of our school community.
- ▶ [**Maria Gutierrez**] Vengan, vengan.
- ▶ [**Elba Herrera**] This is Miss Maria Gutierrez, and she has been a big part of our Schilling community, and who started our Ballet Focorico, ¿cuántos años?
- ▶ [**Maria Gutierrez**] ¿Qué años tenemos?
- ▶ [**Elba Herrera**] Ocho. Ocho. Eight years. Eight years with Schilling Elementary, and she has her right hand. who has been helping with rehearsals, coming in and doing all volunteer work, spending many, many hours. Practice once a week? Once a week. And how many members do we have now? I want to say 20. 20. 20. Started out with five, and now we have 20 dancers. So thank you very much for your commitment to our Ballet Facultadico. We appreciate you. And without any further ado, let's bring out our dancers. So these are dancers ranging from first grade through fifth grade. So thank you, dancers, for all you do. We are so proud of you.

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- ▶ [**Music**] Negrita de mis pesares, como de papel volando. Negrita de mis pesares, como de papel volando. A todos diles que sí, pero no les digas cuánto. Así le dijiste a mí, por eso vivo penando. Cuando me preso a mi negra, que la quiero ver a mi, con su reposo de cera, que le traje desde mi.
Your color is the sky, I'm your moon, I'm your moon.
You tell me that it's red, I'm your moon, I'm your moon. Where should I put my shoes, I'm your moon, I'm your moon. You say put them on your head, I'm your moon, I'm your moon.
Y me vi un poco loco, un poquitito loco. Tu fue y mi que si, ah no y mi que si. La otra noche te acerque así, de amor y un poco loco.
- ▶ [**Elba Herrera**] Thank you. Thank you, dancers. And thank you for having us here today. It's lovely to celebrate our Hispanic Heritage Month with lovely baile focorico. So thank you to all the families. We want to say thank you to the families who have committed themselves to spending time and helping with practice hours and everything, getting you all ready for this wonderful, beautiful dance. Thank you, families. Thank you, all of our volunteers. And thank you, board, for having us here today, this evening. Thank you very much.
- ▶ [] What are you doing?
- ▶ [] Alright, three, two,
- ▶ [] One, viral, y'all look fantastic. Great job, y'all look so fun. Thank you.
- ▶ [] Five, six, seven, eight.
- ▶ [**Nancy Thomas**] Okay, superintendent.
- ▶ [**Penny DeLeon**] Yes, thank you so much board members. Member Thomas, President Thomas. At this time I'd like to invite Leonor Rebosura up here. Come on up. Leonar will tell us about our case teachers who are being recognized tonight. Thank you so much.
- ▶ [**Leonor Rebusora**] Yes, it's a very exciting time for me. I am waiting on.
- ▶ [**Nicole Pierce-Davis**] Thank you.
- ▶ [**Leonor Rebusora**] More celebrations. Got it. Perfect. It is good evening, everyone. It is my greatest pleasure to celebrate two new work teachers tonight. These two will be honored at the upcoming California Association of Science Educators Case Conference this weekend, October 20 to 22 in Palm Springs. The goal of the California Science Education Conference is to give science educators an opportunity to grow professionally in order to improve student outcomes and access to high quality science education. An essential part of achieving this goal is to have teachers mingled in the network with like-minded folks to energize this work. Rachel Bloom is an awardee of the Case Upper Elementary Teacher of the Year. I'd like to share a synopsis of the nomination I wrote for Rachel. I have had the privilege of working with Rachel since 2007 in Graham Elementary in Newark. I was a fourth grade teacher then and she was a science resource teacher who taught science to all students once or twice each week. I witnessed directly the high level of expertise, experience, and professionalism Rachel possesses as an educator, leader, and as a person. Rachel is one of three science resource teachers we have in Newark currently. She teaches at two schools with an average of 30 to 31 sections total. Over the 13 years with Newark Unified School District, it is without a doubt that Rachel is one of the most engaging, innovating, exciting elementary teachers of science. She motivates student achievement through her hands-on inquiry-based instructional design. Rachel is also one of the teacher leaders in Newark Unified. She has participated in

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numerous district committees and task forces. The District Science Leadership Team, STEAM Makerspace Committee, Middle School Design Team, SEAL Professional Development at Coyote Hills, just to name a few. She's also one of the authors of NUSD Starprint, an instructional roadmap that will guide the development of the K-12 computer science program in Newark Unified School District. Ladies and gentlemen, Rachel Bloom.

-  [**Rachel Bloom**] Thank you very much. I appreciate it. First, I wanted to say that my dad's here. And my stepmom here is here, so I just want to say hi to them. So Leonore did not lie in her letter. I did all those things, so I can't deny it. So a lot of hard work, which I get from my dad. Dedication. When he is involved in something, he doesn't just go along with the flow, like he's a leader in it. He contributes to it. He works to make the organization better of whatever group he's in. And so I think I absorb that too. So I'm going to be a teacher, but I'm also going to contribute to make everything better. So I think I get that from dad. And then my stepmom, Nancy Bloom, as Dr. Pierce can tell you, as Miss Pierce can tell you, She was involved in Oakland. She was a teacher in Oakland. She was a California Distinguished School, Blue Ribbon School, elementary school principal. Dr. DeLeon is looking at her because Dr. DeLeon wants a high school principal, which she has experience doing, and possibly a business officer or anything. And so I first started going into Nancy's classroom when I was in college. I knew I wanted to be a teacher. And she let me, and I just saw everything. And she always had, like, the highest expectations for all her students. And I think I've kept that. Maybe not as strict as you. Just kind of strict. Yeah. So I think Nancy was huge in getting me. I don't think I would be. So just, I mean, I wouldn't be here, and I wouldn't have gotten any of that, so I want to say thank you to them. And then also to Leonore. So she nominated me, and then I got the award, which literally was the first time I was ever speechless in my life. But I just wanted to speak about Leonore just as a leader. I think it's really important to acknowledge what she's done with the science that's happening in Newark. And I think the biggest thing is that she trusts teachers. She encourages us and gives us what we need. And just the trust that she gives us. And again, with high expectations and what are we doing? What are our next steps? Why are we doing this? She recently led us into, she talked to the SRTs. We worked on like data, goal setting for, we looked at our CAST scores. And so just as an administrator, it's just, it's very nice as a teacher to have an admin that like listens to us, respects our time, and trusts us. So just thank you so much, Lena. And then so yeah, like I said in my little spiel they wanted me to write is I've spent the last you know 16 or so years I think trying to earn The award and so the next 16 or more years. I'll just keep trying to show that I deserve it. So, thank you very much
-  [**Phuong Nguyen**] Thank you, President Thomas. I just wanted to personally thank Rachel. Both of my daughters were lucky enough to have her as a teacher. And you know how much I heart you, right? And she goes above and beyond for all of her students. And I'm going to get emotional because Ms. Bloom spends a lot of money out of our own pockets every year to subsidize a lot of the teaching material in our class. And we tried really hard to get some of that back to you when my kids were over there at Graham and at Coyote Hills. And I hope that you have the support that you still need. And I'm happy to also come back and support you and your goals over there. And I just want to say thank you so, so much. The amount of, I can't, I mean, I have so much gratitude and love for what you do with the students. And you can see it on every one of her students' faces every single day. And again, she teaches at two sites, so that's a lot of students to to know and get to know and teach. And so we really appreciate all of your hard work and dedication to the district. Thank you so much.
-  [**Nancy Thomas**] Ms. Bloom, I've been watching you over most of the 16 years that you've been here. And I've seen the work you've done with our students. Thank you. Thank you. Thank you. And I can't think of a more deserving person to get this award. Congratulations.
-  [**Joy Lee**] I also just wanted to add on and say, Ms. Bloom, the Newark community is so honored to have a teacher like you, a teacher, a leader, a supporter, who just makes the greatest difference in a student's lives. And I, for one, know how great of an impact a teacher can make in my studies, in my learning, to help me become who I am today. And it's just over your 16 years, I'm sure you've impacted so many countless students who you helped shape them to who they are today. So just thank you.

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- ▶ [**Carina Plancarte**] I'd like to say something if I might. Oh, yeah. I just want to say that congratulations. It truly is an honor to have a teacher such as yourself in our community. And I just the amount of giving that you I'm sure you do for your students. It's priceless and so truly thank you for that and thank you for for being here and I'm just so grateful that we have an amazing educator such as yourself here.
- ▶ [**Leonor Rebusora**] So our kids are going to put Newark in the map when they go to NASA. Our teachers are going to put Newark in the map when they go to Palm Springs because At the case conference, which will be attended by approximately 1,300 this weekend, there will be three focus speakers. Focus speakers are highly regarded scientists and education experts who present 90-minute in-depth sessions on subjects relevant to science teaching. The focus speaker series allows you to expand your understanding in a range of critical topics. On Friday, October 20, Jacob Goldsmith, an AP Computer Science, AP Mathematic teacher at Newark Memorial High School will present Zero to CS for All, a story behind one school's DEI-based success creating and growing a thriving CS program. Jacob's career in education of three decades has focused on exploring and developing instructional content and methodologies that expand the essential intersection between social justice and rigorous STEAM education. He began his career with Newark Memorial High School as a math teacher in 2000. Since then, he has been an NTA president, STEAM coordinator and one of the founding committee members of the current Science, Technology, Aerospace, and Robotics STAR Initiative. In 2016, he developed and taught Newark's first AP CS course and has grown this into a pilot CS for All program endeavoring to teach programming to 100% of Newark graduates. He also developed AP Mathematics and International Baccalaureate Theory of Knowledge courses. He authored and self-published curriculum for all of these. He has been a leading participant in working groups focused on diversity, equity, and inclusion, and innovative teaching in CS convened by the California Computer Science Project at UC Berkeley and the Alameda County Office of Ed. This is when I had the opportunity to collaborate and learn about CS with him. I've observed a high level of engagement, innovation in his classroom. The pride in his students' eyes and voice as they described their code and program to me is priceless because of the fact that eight months prior, they had no or limited prior knowledge of programming or coding. For the past two years, the student's code showcase he organizes at the end of each year has demonstrated how his dedication, expertise, and vision has made an impact on all the students and their future. I know those of you who've attended know exactly what I mean. Jacob is also a very important member of the district science leadership team and one of the authors of the NUSD Star Print, an instructional roadmap that will guide the development of the K-12 computer science program in Newark Unified. Ladies and gentlemen, Jacob Goldsmith.
- ▶ [**Jacob Goldsmith**] The theme of this year's CASE conference is innovation, integration, and inspiration. And I'm really glad that integration is one of their themes, because that's the only reason they're letting a math teacher come to their party. And I'm very, very honored to be able to share with them and with science teachers statewide what we are doing. Because our talk, this talk, is telling Newark Memorial High School and Newark Unified School District's story. And the talk is 75 minutes long. It's about 60 slides. During it, participants are going to take a break to actually write and read some programs. So we have 75 minutes. We can just do it all. No. We're going to do like the five slide highlight. And I wasn't able to get the slides shared, but I've got the data here to share with you. And it starts with our why. It starts with why teach CS. And the answer to why teach CS is programming is a critical high demand career skill. Programming is a space where students exercise critical thinking. Teaching programming is affordable, surprisingly. Programming is accessible to everyone and requires little or no prior knowledge. Programming is a space where students design and make unique personal artifacts and projects. It's art and science. Programming is fun. Programming is empowering. and I read that list backwards. We teach programming because programming is empowering, because programming is fun, because it's a space where students make unique, personally expressive products, and then we get to the thinking skills and the career readiness. The talk's going to have three parts. The first is how we recruit. and how we recruit with an emphasis and focus on diversity and equity. And I'm going to have some data to share with you about our successes there. But because we are an elective program, we're in a space where we are always advertising, where we are fighting for hearts and minds, where we are fighting for students to make the choice to take the class. And I get to share what we do to do that. And it's got two components. One is literally advertised

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to students. But I can't do that because students don't trust teachers. Not when we tell you what oh you should take AP calculus next year. It's fun. It's easy. It has barely any homework. So I can't deliver that message. So I send students out to every math class in the school to write their own message show off their own work deliver their own message. And when other students who've never been exposed to programming, who've only seen it in media. And if you're a student from a demographic group that's not highly represented in STEM, and you don't have STEM in your family, I don't blame you for believing it's not for me, it's not for people like me. Because that's the message the world has told you. So we fight that message by sending another student to say, yes, it is. I did it. I loved it. I succeeded. That's all. And the second way we do it, is by making the class a class that students want to take. We make the class a class that students want to take by making it a safe space to take risks, by running it with a low floor, high ceiling approach. No student who brings their best effort and best engagement should ever be told that what they did wasn't good enough. And we do it by making it a place where students have agency. where students get to choose what they're going to make. And here's the part of this talk that I have to ad-lib a little bit, because the students turned in these projects today. So in the projects that students turned in today, we had Battleship. We had interactive choose-your-own-adventure stories that would make any English teacher proud. We had a hangman where the reward for correctly solving the problem was playing a musical piece actually created by the program by one of our band members who's also a student in the class. The fact that students get to make what they want to make what they care about what they love is why students want to be there. And the third is how we can restructure schools to support programming. Because for as long as it's an elective class, this is always going to be a never-ending battle. And that situation needs to end. We do have an answer. And the answer is CS for All. Last year, we did a pilot program where we invited two of our math teachers to bring their classes in to do a one-day programming exercise. And I'll have some data to share from that. But what I want to share first is the moment it ended, two students who both happened to be minority young women, ran to their counselor and said, put me in this class. And students who've never programmed before, we can't blame them for not wanting to do it. They don't know what it is. We owe it to all of our students to give them enough of a taste that they have the opportunity to fall in love with the subject. And after that, if they do, they do. And if they don't, they don't. But we've given them and ourselves a fair shot. I want to share our timeline because it began in 2013, where we taught a little Python to AP Calculus students after the AP test just for fun. And in 2016, we added our first class, one section of AP Computer Science Principles, which has now grown to four. 400% growth isn't bad by any metric. And I'm proud to share that when we started this class in 2016, we were among the first schools nationwide and worldwide to be teaching this course to our students. In 2021, we added APCSA. In 2022, we piloted the CS for All program that we've just talked about. And we have a secret initiative on the books to add a class to this next year that you'll be hearing about soon. So a little bit of data. I asked my students, how do you feel about your overall workload? And 80% of them said it's too much. I asked my students, how do you feel about the workload in this class? And 83% said just right. I asked my students about their overall difficulty. And 59% said life is too hard at school. I asked my students about their difficulty in this class, and 64% said, it's just right. So the things that we're doing here, they're just good teaching. And the last data point that I want to share with you, after the CS4ALL trial activity where students got their first programming exercise, and these were just grabbing an entire map. It wasn't optional. It wasn't an honors or AP class. This is our school's bread and butter. And we asked the question did this increase your interest in learning more. Eighty four percent said yes. We have to give our students this experience. We have to give our students this taste. And there's no telling where it can go from there. I'm switching to a different app here for a little more data because The last thing I want to share is some Newark-specific data. And I switch. OK. 25% of our graduates currently take one or more AP computer science classes. 25%? Well, I love the way our rocketry club was competitive. Being competitive drives us to be our best. Across the county of Alameda, that number is 10%. 10% of Alameda students take one or more CS classes. Here at Newark, we are between double and triple the county average, with 25% of our students doing it. In that space, 91% of the students taking our first CS class take it as new programmers. So this is not a space where students need background. This is not a space where students need experience. In fact, it's one of the only truly beginner-friendly AP classes. Because on the first day of school, you're not supposed to know anything. No one is behind. No one has anything to be afraid of. In fact, over a third of our APCS students have never taken an AP class before. And they are jumping in at that level as their first AP experience. And for 10% of our APCS students, it is the only AP class that they ever take. And

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without what we were able to offer them, they would not have that college prep experience at all. So I'm proud to be able to deliver this message statewide. And this is a talk targeting anyone who wants to grow their CS program. That can mean going from nothing to adding a first course, like we did seven years ago. It can mean going from a course to a program, as we've been building together over the last three years. And it can mean implementing CS teaching in other core subjects. For districts where adding a course is too big a reach, like we talked about with our CS for All program. And this has happened because of such an amazing leadership team here at this district. Leonore, I'm not going to thank you because I can't say anything better than what Rachel did. And I share and echo and have learned so much. And you've been the glue that has held us together when it gets hard. Pauline Kim deserves a share of that credit also. And I especially want to call out the energy that she shares with students. She said our students see us showcase as cheerleader number one. I see what you made. I love it. Show me more. Tell me more. And when students see district leaders showing honest genuine interest and enthusiasm not for their students, not for their school, but for their homework, for things they actually built. That is just radiant. And I want to thank every one of you up here, because this has been a district initiative. It's gone through a lot of changes. But you have been relentless with your drive and energy to make CS at Newark bigger and better. So we're at 25%. 99 is not good enough. Let's make it 100.

▶ [**Maria Gutierrez**] Thank you.

▶ [**Nancy Thomas**] Superintendent PBIS awards.

▶ [**Penny DeLeon**] Well first I have to thank both of our I recognize teachers tonight. We are so lucky to have you in our district. Thank you both so much. And I've had the pleasure of seeing both of you in action. And thank you. And I really appreciate everything. And by the way, Rachel, thank you for being on my superintendent's advisory council and helping advise me because I need teacher advice. So thank you so much for all of that, your dedication.

▶ [**Nancy Thomas**] Thank you.

▶ [**Penny DeLeon**] OK, the next Item up is our PBIS awards. And for that, we have Ashley Acosta, who will come and present the awards for us.

▶ [**Ashley Acosta**] Good evening, President Thomas, Board of Trustees, and executive cabinet members. PBIS is something that we've adopted district-wide, our positive behavioral intervention and supports. And I've been very fortunate to be able to support PBIS at the two schools that we'll be recognizing this evening. Our positive behavioral interventions and supports is a framework for supporting whole school practices schoolwide to promote a safe school setting by supporting social, learning, behavioral, and emotional needs of all students. The goals of PBIS are to develop a positive school culture, teach students appropriate behavior, and give them the support to sustain that behavior, increase academic support, and increase safety. The two schools that we'll be highlighting this evening not only have exceeded an 80% or higher on their tiered fidelity inventory, but they have been able to implement the eight essential components of PBIS. You may be asking yourself, what are those eight essential components? One is teamwork. They both have established teams that come together on a monthly basis with an agenda that service all students. at a tier one level. They have buy-in. 90% or more of their staff are implementing PBIS on a daily basis in their classroom, on the schoolyard, in the parking lot, throughout the day. They have clear objectives. They have a goal, and they know how to meet it. They've been defining positive behaviors. At the beginning of the school year, they do a kickoff assembly. They reteach what it looks like to have good behavior on the playground, in the walkways, on the way from transitioning from the classroom to the library, from the library to the play yard, from the cafeteria back into their classroom. They have rewards. They have a strong student store that has been implemented and is well ran. They have evaluation to hold them accountable. An outside evaluator is coming in to make sure that their sites are meeting the expectations of PVIS. They have training and development set aside during staff meetings to devote to make sure that these school sites are successful with their PVIS implementation. And last but not least, they are

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consistent. Consistency is key. They show up and make sure that their students are following their PBIS expectations each and every day. We are excited to put new work on the map with PBIS and celebrate Schilling Elementary School and Coyote Hills Elementary School for achieving gold status. This is very big for PBIS. If we look here in just the East Bay, and funnel it down. There's only 13 schools that received gold status here. Wow. We have two schools located in Newark. So we're very excited. You may be asking yourself, What does it take to continue to achieve gold status? What does it take for other schools in our district to achieve gold status? It takes those eight components to be successful to make sure that they're able to qualify with an 80% or better in a TFI score. I am very confident to say that next year, the 2023-24 school year when evaluations come around, hopefully we'll have a few more school sites to join their club. With that said, thank you so much for giving me the opportunity to speak about PBIS and our two sites that received gold status.

- ▶ [**Nancy Thomas**] Thank you. So next up, we move on to student report. Joy Lee, student member.

- ▶ [**Joy Lee**] Good evening board. Oops, sorry. Good evening, board, executive cabinet, and community. My name is Joy Lee, and I'm here on behalf of Newark Memorial High School students to share this two-week school report. So currently, the main hot topic event at Newark Memorial High School is our homecoming dance this Saturday with the theme Enchanted Forest. Everyone's really excited and just talking about what they're going to wear. However, before the big event, we have started our homecoming spirit week. From Monday through Friday each day each class has different dress-up themes and for example like today was The seniors was Adam Sandler day the actor Juniors today we had Western Day where we wore cowboy hats Sophomores was twin Tuesday and then freshmen was tunes Tuesday where freshmen would dress up as their favorite music artists On Friday, October 20th, is our skit assembly. That's this Friday. It's a great time where the whole school gets together to cheer for our original performances each class creates with their theme. So we're really excited for that. Everyone's putting in hard work to get it done, like staying late after school. Me personally, I'm really excited for the seniors one. And really, I invite each of you guys to come and come to see our school culture. And if you're ready for the spooky season, in a week, Saturday, October 28, Newark Memorial High School will be hosting our annual Trunk Retreat. So tell your friends, tell your family, tell your child's friends, anybody. You can get free candy at any of the 43 cars that are participating. Buy tickets to play the mini games. Test your nerves at the haunted house that is made by our leadership class. There will also be vendors selling food, clothes, and dessert, which will be really fun. And it's also going to help fundraise for ASB, which is really important. Next, come support our Newark Memorial High School's drama, who will be hosting a play called Scared Silly. It's their fall production, and the cast and crew have been working really hard for the past four months, ever since August. It's perfect to have a good laugh with all ages of the family. So bring your grandchildren, bring your children. The dates are from November 3rd to 12th. And it's \$15 for adults and \$10 for students. So I encourage everyone who's listening to these events to join along or follow along on our Instagram to get updates. And that's it for the month of October. Thank you. more thing sorry we also have our football game this Friday so I hope everybody comes out it's a whole yeah it's the homecoming football game so people so they will be announcing our Kings and Queen our King and Queen it starts at 7 p.m.

- ▶ [**Nancy Thomas**] Dr. Nicole, I hear you have an announcement.

- ▶ [**Nicole Pierce-Davis**] Yeah, one more announcement, just like you, Member Lee. One more thing. We also have a third school, so ask and you shall receive. I know Ms. Acosta just said we're hoping to add more schools. We actually have three schools this year that got the gold PBIS award. So we have Schilling, Coyote Hills, and Birch Grove Intermediate. So let's give them a round of applause.

- ▶ [**Nancy Thomas**] Great news. Thank you for sharing. Fabulous. So next we move on to employee organizations. I see NTA. Ms. Villa is here.

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- ▶ [**Penny DeLeon**] Yay.
- ▶ [**Cheri Villa**] Good evening. Good evening school board members and executive cabinet. My name is Cheri Villa and I'm president of our NTA. I just have three that I wanted to bring up tonight. I know the safety plan got pulled from the agenda, but within the safety plan on the agenda, we were to talk about HVACs, or it was in there, HVACs. Now, rewinding back to the fall of 2020 is when we started really talking about HVACs on our return to school when we negotiated. Board Member Jones, you were on the negotiations team then when we started talking about it. Here we are three years later, and we're still talking about it. Grievances have come and gone. Williams Acts have come and gone. And we still have classrooms with not working HVACs. If any of our board members happen to go to back-to-school nights or any other back-to-school nights, you may have seen classrooms with fans in them. Again, this is three years we've been talking about this. So hopefully, you know, if I can get some guidance on what to tell my members. I mean, we have, today was a warm day and, you know, it's not, the teaching environment is, it's rough when there's hot classrooms. And, you know, we gotta make some movement on these classrooms. Next after that, again, in our safety plan and at our last board meeting with the, presentation of the unaudited actuals, and our NTA count was on one of the slides. I apologize, Superintendent, for shaking my head in not in agreement with what that number was. You caught me. But within that presentation, the number was 272. Assembly Bill 119 requires an employer to provide the executive representative, which is me, or CTA, a list of our members, and that's 278. I mean, 248, I'm sorry. A check I just signed for the dues that we paid to CTA had 221 people, or 221 NTA members. So here we have 272, 220, 247, and in your safety plan, adding up all those numbers was 225 for teachers. So we have one, two, three, four different numbers. So again, you know, some guidance, or can we figure out what this number is? A big difference between 220, our bottom number, and 272. Next, again, at our last board meeting, it was stated that for our vacancies, that all of those vacancies were posted on EdJoin. As of now, there's just two DLI teachers and a sub pool. It's been those three listings for our certificated teachers on EdJoin. And my members are seeing this, and they're asking me why, and I don't have an answer for them. So again, if I can get some guidance on how to explain this to my members, I'm available Monday, Tuesday, Wednesday. But other than that, you know, Jacob and Rachel, man, awesome teachers, you know, very cool. Last week, I had the pleasure of going to the awards for the Teachers of the Year for Alameda County. That, wonderful. That's all I'm gonna move in there. I just missed Superintendent DeLeon, but Stephanie Schubert, our awardee for last school year, well deserving of that award. And just very inspiring, these teachers here tonight and Stephanie. So again, if we can schedule some time, so I can get some guidance on what to tell my members. Appreciate it.
- ▶ [**Cheri Villa**] All right, thank you.
- ▶ [**Penny DeLeon**] Yeah, of course.
- ▶ [**Nancy Thomas**] Thank you, Ms.
- ▶ [**Penny DeLeon**] Villa. Ms. Acosta is going to be representing NEWMA. Oh, great. Ms.
- ▶ [**Ashley Acosta**] Acosta. Good evening again, President Thomas, Board of Trustees, and our Executive Cabinet. On behalf of NEWMA, I want to once again thank our NEWMA team, our NTA team, and our CSE team members for their continued effort and dedication to keeping our school safe, healthy, and positively productive. NEWMA wants to recognize that last week was the week of school administrators, October 8th through 14th. This is a remarkable time to be a school administrator. So let's celebrate everyone's leadership, commitment, resilience, and much more. Thank you for all you do each and every day. We want to acknowledge the recent administrators who have moved on from the Newark Unified, but have also devoted years of service to us. Kathleen Ingham-Watters, Marie Dela Cruz, Kim Lola, and Abbey Keirns. We thank the board, all certificate staff and classified staff, NEWMA members for your support and dedication to our community. As we continue the school year, we want to ensure that we continue to lead with student-focused decisions in mind as they are the

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driving force behind every decision we make. We thank you all for your support and dedication to the community. Thank you. Thank you.

- ▶ [**Nancy Thomas**] Thank you. Thank you. Next, we move on to public comment. I believe we have one that is via Zoom. Should we take that person first? It's Diane Castleberry with AC Transit.
- ▶ [**Diane Castleberry**] Good evening. Can you hear me? Yes? We can hear you. Yes. Thank you. Good evening, President Thomas, Newark Unified School District Board of Education, and Superintendent Dr. DeLeon, and school community. My name is Diane Castleberry. I'm here on behalf of the Alameda Contra Costa Transit District, also known as AC Transit. AC Transit operates. California's largest public bus only system and we're the third largest bus only transit district in the country. Our bus service spans two counties from Richmond and Contra Costa County to Fremont and Newark and Alameda County across the Bay to San Francisco and the Peninsula. We currently carry more than 2.9 million riders per month, which translates to 34.6 million riders a year, still less than pre-pandemic, which was at 53 million per year. Our service also includes supplementary service to several schools, including within Newark Unified, with four supplementary and four local bus lines, carrying students to Newark Middle School and Newark Memorial High School, along with service to two academies, New Beginnings and Progressive. I am here to invite board trustees in the Newark Unified School Community to join us, learn, and provide feedback on our realigned project. This is AC Transit's planning process that reviews our existing service network in response to new and changing travel patterns. In earlier phases, we gathered ridership data, market research, and rider and community feedback to develop service proposals that meet our riders' needs. And thank you to all of you who helped support our survey outreach. We were able to receive more than 15,000 surveys. We are getting ready to introduce draft service plan scenarios, and we'll be asking for feedback. This will begin with our November 1st board workshop that will be held in person at the AC Transit Board of Directors workshop. and via Zoom starting at 5 p.m. on November 1st, kicking off our engagement window for this phase that will conclude on December 13th. Additionally, we'll be giving a presentation to the Newark City Council on November 9th. And we'll also be holding a community online workshop on December 7th at 6 p.m. And we will also be in the community at different locations. We're still confirming those dates and specific locations. We will then move into our public hearing process early next year. with a goal to implement service changes in August 2024. So we encourage you to join us and follow us at actransit.org forward slash [realign](https://actransit.org). That's R-E-A-L-I-G-N [realign](https://actransit.org). You'll see new information on our website project page that will go live on October 27th, a few days before our NOVA refers presentation to the AC Transit Board of Directors. So thank you for the opportunity to share information on AC Transit [realign](https://actransit.org). And I just want to conclude by just saying that I'm really inspired, feeling very hopeful about the cultural presentations this evening, as well as the Rocket Team Club, I guess, their placement on a national level, and then all the good work that the teachers and the administration and the board is doing in this community. So congratulations to all of you, and thank you.
- ▶ [**Nancy Thomas**] Thank you, Ms. Castleberry. Thank you. Would you be willing to send those opportunities to the district office, to Dr. DeLeon, to be forwarded on to the board? Yes, I will. Thank you very much. Thank you. You're welcome. Next, we have Ms. Cindy Parks.
- ▶ [**Cindy Parks**] Good evening. On January 17, 2017, the Board of Education allocated all sites \$110 per pupil for projects based on their specific needs. The funds were to come from Fund 40. Therefore, they could only be spent on capital improvement projects. Let me remind you of how the sites put the money to use and how it relates to electronic marquees at individual school sites. Newark Memorial spent their money on a scoreboard. Newark Junior High chose to update their patio area with new concrete pad and outside seating. Kennedy wanted a courtyard area with covered tables and shade structure. That project was continually delayed and is currently being revised. Many sites such as Snow, Graham, Schilling, and Music chose to spend their money on an electronic marquee. Originally, BGP chose a marquee but selected a new fence instead. BGI got their electronic marquee at the time of the Bunker Milani merger. With the closure of Snow, their marquee was installed at Coyote Hills, and the Coyote Hills marquee was installed at BGP. When music closed, their marquee was installed at Kennedy. Vicious cycle, right? Last year, the McGregor site received an electronic marquee.

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Lincoln chose to spend their wishlist money on a fence. As many of you may remember, back in 2017, Lincoln experienced an intruder on campus. The intruder caused injury to the PE teacher Tom Collette and custodian Frank Gonzalez. This prompted some to push for a fence. Now Lincoln is the only NUSD school site that does not have an electronic marquee. Each month, the labor-intensive task of updating the marquee with monthly events has been done by staff members and recently by community members Tony and Noel Dote. This recap of wishlist spending and marquee status is more than a history lesson of past spending. It's a notification to you, the board, of the lack of a communication tool at one elementary site. Marquees are a wonderful communication tool recently used by several sites to highlight absenteeism awareness, which supports your fiscal health goal to increase ADA. Now that you are aware of this issue, I hope during board requests you will ask the superintendent to look into providing Lincoln Elementary with a much needed electronic marquee. Thank you. Thank you.

- ▶ [**Nancy Thomas**] Next we move on to superintendent's report. Dr. DeLeon.

- ▶ [**Penny DeLeon**] Thank you President Thomas, members of the board, and our community, and our wonderful staff. My superintendent report will be brief because after this we have our district goal update as we have at every meeting. So I wanted to talk a little bit about some of the things that have happened in this district that are great since our last board meeting and I think that's what I'm going to do and then talk about upcoming events as well. So let the good times roll. We had our wonderful walk, bike, and ride to school day on October 4th. We had tons and tons of parents at every site. I think we average about 200 per site. And I think there were sites that went over that. And so I wanted to personally thank all of the organizers and the wonderful PTAs at all of our sites that participated. And also our board members came along, too. And it was a lot of fun. walk while President Thomas rode her bike to Kennedy. It was a really great time, I think, for all. Also, I wanted to let the community know that Newark Unified is working very hard to collaborate with our wonderful partners at the City of Newark. And I have standing meetings with Mayor Hannon, had one on the 6th, also with city manager David Benin, which are always interesting. And then we just had, last night, our City of Newark NUSD liaison committee meeting over at City Hall. They hosted that one. We host the next one. Our very own member, Nguyen, was elected president of the committee. Yay. She was nominated by member Thomas. And so, yeah.

- ▶ [**Phuong Nguyen**] I had no choice.

- ▶ [**Penny DeLeon**] Yes. She said she had no choice. She got voluntold. And then also Councilmember Jorgens was elected as the vice president of the committee. So that was actually a really great informative evening in those of you. Ms. Parks was there. And those of you who are ever interested in the collaboration we do between the two organizations, it's a good place to find out. Also, collaboration with elected officials. Part of being superintendent is making sure that we are meeting with elected officials and that they know the needs of the school district because they are an important part of helping us meet those needs, particularly at the legislative level and financially. They often push bills through that equal funding and or other resources for our schools. I have a meeting with Assemblymember Lee this Thursday. So that'll be interesting. He did congratulate me when I first got the job. And it's taken me a minute to get the meeting set up. But thanks to Member Thomas, who reminded us. And so we are definitely meeting. We're hoping he can help us with the teacher shortage issue that we have. Next slide upcoming events on the 25th Cabinet will have a strategic planning session with Jackie Horish to help us develop a strategic plan for our goals with three to five actionable items for each That is a public facing document that really just is a The priority actions we're going to do that we're going to track because we do many, many, many things as a district. But what are those really effective actions that we can take and that we're really going to focus on? Because with all the things that are going on with the budget and labor shortages throughout the state, we want to make sure that we don't lose our focus and that we really focus in on some really important things because it's hard to do everything. Anyway, so we're going to do that on the 25th. It's going to be a good day. We're going to be at Ohlone College in Newark. So it's going to be fun. And then later that evening is my next superintendent's advisory council at 6 PM here in the training room. On the 30th is the District Budget Task Force. And I do want to invite people to come. If you didn't come last time, feel

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free to come and join at this point. And then also, I wanted to give a shout out for the Special Olympics Elementary What in the world did I do? I copied and pasted there. It's elementary, not task force soccer, but elementary soccer on November 3rd from 10 to 12 at Washington High School in Fremont. And basically, I'm just listing the events between now and our next meeting. So you're welcome. And then I would love it if Dr. Pierce would talk about this next slide.

- ▶ [**Nicole Pierce-Davis**] also going to talk about as we talk about strategy one. But yes, Newark Memorial High School has just received their AP honor roll designation. So while there's honor roll for getting a certain grade point average, there's also honor roll for meeting certain criteria with the AP offerings that you provide and the success that students have in those AP classes. So You can see the criteria there. It's college culture, college credit, and college optimization. You can see there what the criteria to meet. And so you can see there in yellow what Newark Memorial High School, what percentages they met towards that criteria. So 41% of the graduating cohort took at least one AP exam. 25% of the graduating cohort from last year scored a three or higher on at least one AP exam. 14%, so far exceeded that 2%, chose to take, and I cannot believe I'm saying this, five or more AP exams. over the course of their high school careers. I give it to them because I did not do that as a high school student. And just for the information so everybody knows, we do offer, oh, and at least one of those exams were taken early in ninth and 10th grade. So they were setting themselves up for that pathway. Newark Morrill High School continues to offer 19 AP courses. And you've got a taste of what AP computer science might look like if any students are interested. So we're really excited. Let's give them a round of applause.
- ▶ [**Phuong Nguyen**] And then last, oh, yeah, sorry. Just want to really point out Joy, our student board member here. She will be at five this year, after this year. Wow. Wow. So great job, Joy.
- ▶ [**Penny DeLeon**] Very cool. Very nice. And then last, but by no means least, I want to give a shout out to the students at Kennedy. So I had the most phenomenal day there a couple of weeks ago. And I got to help out in classrooms and read to students and give the DRA and did flashcards. And the classrooms, Ms. Cava's classroom wrote me a beautiful card, and they all signed it, as did Ms. Lemler's classroom room, too. It's amazing. They all signed it in their best writing with little hearts and everything. Very cute. And then the little, little, littles. And Ms. Carlson's room also wrote to me, and they wrote their names the best that they possibly could. We made pumpkins in that class that day. We watercolored pumpkins. Anyway, I just want to say how much I enjoyed it. And to all of the teachers out there throughout our district, any time you would like somebody to come help you out in your classroom, I am sure myself or one of our wonderful board members would love to come out and sit and read and give the DRA or whatever other assistance you need. We'll help you cut out shapes, you name it. We love to be in classrooms and helping our teachers. So thank you, board.
- ▶ [**Nancy Thomas**] Yes, member.
- ▶ [**Aiden Hill**] If we could go back to the AP slide.
- ▶ [**Penny DeLeon**] Yes. There it is.
- ▶ [**Aiden Hill**] So do we have a sense what would be, I mean, this is good, great data. What would be also great is some comparative data. So as we look at, because again, we don't exist in a vacuum, and we're dealing with enrollment issues. And so as parents and students make choices, they're going to look at, OK, well, How is Newark performing? How is Fremont performing? How is Palo Alto? Do we have a sense of how that compares with nearby districts? Or if not, can we start to maybe track that? Because I think that that would be helpful.
- ▶ [**Penny DeLeon**] I think we could probably go to the college board and find out what other districts have been designated as an AP honor roll district and what schools within those districts. So yeah, we could bring that back to show you. Because everybody would have the same criteria. Of course, they might have different data than we do, but there's for sure a list somewhere of all the schools who got it. OK, great. Thank you.

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- ▶ [**Phuong Nguyen**] You're welcome. Thank you. Ms. Wynn? And I have a correction. Actually, after this year, Joy will have completed six AP exams. Oh, dear. Oh, my goodness, Joy.
- ▶ [**Penny DeLeon**] How many by the end? Yeah, when you're done. When you graduate, how many do you expect you will have taken?
- ▶ [**Joy Lee**] I'm definitely going to take four next year, if not more.
- ▶ [**Penny DeLeon**] Are you just going to bypass college altogether? She starts as a sophomore, mid-sophomore.
- ▶ [**Nancy Thomas**] Congratulations, Joy.
- ▶ [**Joy Lee**] Thank you.
- ▶ [**Nancy Thomas**] So Superintendent, would you like to introduce the district recruitment plan?
- ▶ [**Penny DeLeon**] District goal update. Our district, yep, no worries. We, by request of the board, every meeting, and things that we've already talked about, if we're still working on, we won't belabor, but I've asked our wonderful team, our assistant superintendents, to take the goals that they're in charge of, and we'll all kind of review what we're doing. So, Dr. Pierce, goal one.
- ▶ [**Nicole Pierce-Davis**] All right, so I know that's the third bullet down, but we just talked about the AP honor roll. And while I know we want to compare ourselves to other schools, we also want to take just a moment and pause and just like our students who get honor roll, just be happy with that success. and take a moment to appreciate that. In line with that, towards our goal of student achievement, we've also started instructional learning walks again at our sites. The three host sites this past week were Newark Middle School, I'm still getting used to the NMS, Lincoln Elementary, as well as Coyote Hills Elementary. Each school site will have learning walks throughout the year. But principals and ed services teams were in teams of three to four as they conducted those walks. We really appreciate all the teachers who helped us. So we can start to see trends across our sites over time. We're also following up on our October 2nd professional development day, specifically around the data analysis. While it was a free day of planning, and I think the teachers really showed from their feedback surveys that they appreciated that time to plan and prep, especially since so many have lost their prep periods. due to some of our staffing challenges over the last couple years. What we really noticed is that we do need to continue to follow up on making sure that folks know how to access their data, know what to do with that data when they have it. And so while that day was really appreciated, we noticed that the groups that were more highly facilitated did a little bit better, I shouldn't say better, a more deep analysis of their data. And so we just want to make sure that folks are continuing to do that as not just one-off days, but as a routine part of their practice. And I know that's also in the board goals as well. To skip back down, I also want to just finally say we were recognized again by Attendance Works and California Collaborative for Educational Excellence for significantly outperforming state average in 2018-19 and 21-22 in grade K, grades 1 through 3, and all grades for attendance. So I know attendance is something that we are still actively working on. And to be honest, we are much lower than we were in 18-19. However, we were one of very few, so we were a list of 20 out of 1,000 districts that they were reviewing in the state of California who met this criteria. And so myself along with Anna Scoville, our coordinator of pupil services, were able to meet with some of the other 20 schools that were chosen this week. and really talk about some of the things that we're doing to try to continue to increase our attendance. They also noticed a dip post COVID. And so we're all sort of sharing our challenges and also sharing best practices to try to reach back up to that 98% attendance rates that we were hitting pre-pandemic. So I know we still have a lot of work to do, but sometimes you just gotta take a moment and really recognize when you are being recognized and when you are being awarded. So we're excited about that.

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- ▶ [**Penny DeLeon**] Thank you, Dr. Pierce-Davis. OK, goal two, the new goal two, which is teacher and support staff recruitment and retention. Mr. Burrell.
- ▶ [**Steve Burrell**] I'm not going to go into too much detail in regards to the recruitment plan, because we'll talk about it next. But just in regards to updates and to achieve, I did hear from NTA, as well as our student board member, in regards to the adjoined postings. Typically we're on a cycle, so somehow that may have slipped through the cracks in regards to not being posted back up. But I already have it on my list of things to do tomorrow morning. And so we'll get that reposted with our certificated vacancies as well as part of that plan. And our goal of filling those vacancies, we are in the process of checking on two candidates with their credentialing through the county office right now. at two different sites. So it's a continued work in progress. I will say to continue to add that in the personnel report, you'll see another eight substitute teachers added on in the last two weeks. So that continues to be a point of emphasis as well. So but we'll talk more about all those pieces in the recruitment plan next. Thank you.
- ▶ [**Penny DeLeon**] Goal three, that's mine. So an update to this, I talked about this before. An update to this is that tonight on the board agenda is a contract for Hanover Research and they will help us create our healthy, healthy, I left the Y out. Learning Environments Dashboard, which is under 3A. That is one of the things that we are going to post by June 30th. So we'll begin working with them now on providing the data for that dashboard. That'll be a public-facing but interactive dashboard with the goal of community members being able to select a school, a subgroup, a particular data set, and see exactly how that school is doing compared to any other school in our district. And then also when Mike Berg is here for our strategic planning day on the 25th, he'll be getting here on the 24th and he will be working with our director of maintenance operation and transportation, Susan Condon, on creating the facilities maintenance plan as promised. So I would like them to present that at the November board meeting, if they're still working on it, at the latest at the December board meeting. And that is a plan that is going to talk about what we are doing this year, which projects, which work orders, what are our priorities this year that we can get done. Because, you know, Facilities in general, there's just a lot. There's a million in one projects at every school. But we keep hearing the same things like HVAC bubbling up all the time. HVAC is, we have brand new HVAC in several of our schools, and it's already not working. That's a problem. And so I really have asked Mike to double down and work with Susan on how we can go forward to get these projects done. And let's say we're going to, You know, every district, I was saying this last night at the committee meeting, every district has the book, the assessment, that has \$800 million worth of projects in it. And we can't do all of those. We don't have that kind of money. But what are the ones we can do and we can do this year and do it well and get it done for our sites, beginning with safety and security issues first and working our way down? And by the way, when it's going to be 88 degrees this week, Tomorrow and Thursday are supposed to be high. The classroom temperatures in classrooms where there's no HVAC, having lived in a district where there was no HVAC for a couple years, it gets overwhelmingly hot. It'll get over 80 degrees in some of those classrooms. it becomes a safety issue. That is a health and safety issue. So those are the kinds of things that we're going to be talking about. And also, you know, how our work order process goes, et cetera, et cetera. And what kinds of things also can we do that make our campuses more welcoming for our families? So that plan will be coming up. If not the November board meeting, it will happen on the December board meeting. That is the plan. Let me get that done. And then the last one.
- ▶ [**Jennifer Sachs**] Did I somehow miscount?
- ▶ [**Penny DeLeon**] Yeah, I forgot to change the numbering. I'm sorry. So this is really goal four now. This is parent and community engagement and communication. We've talked a bit about this. We're able to accomplish these things in our timeline. And I've given you the dates of when we're going to be having our next meetings. And then Hanover Research will also be conducting our customer satisfaction survey for different stakeholder groups. And the great thing is that they can customize it for a district and really hone in to a particular topic we're looking for, et cetera. So that's going to be good. And then the last goal, fiscal health, is also me now with Mike Berg. He's helping me run the district task force, the budget task force. Good news is we do have Tracy Blanco who is filling in as interim director of fiscal services. And we will be bringing a contract for an interim CBO to start

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November 14th. So it's a month off, but it will come soon. She'll be here soon. And then, of course, planning for flying that position as well. In the meantime, Mr. Berg is really helping us a great deal with everything we're doing in business services and also the county. I will be meeting this week on a phone conference with the county CBO who will be providing us support for our first interim. So that is where we are with our goals, board. Thank you.

▶ [**Nancy Thomas**] Thank you. Yep, Member Hill.

▶ [**Aiden Hill**] Thank you, Dr. DeLeon. So a comment or recommendation and then a question. So the comment is, so number one, I think it's great that we've actually put together a good set of goals and we've labored to make sure that they're smart. And the last, the T in that is time-based, right? And we put some targets in there. Obviously, right, we're running a little bit late on a couple of those. But my perspective is that the expectation from the board is that we get this accomplished, you know, by the end of the school year, right? And so, and I've certainly, I think we've all been on projects before where, you know, you have a certain date where you have a milestone that you're trying to achieve, and then for whatever reason, you know, that milestone slips, and the practice that I've seen is that you simply just say, okay, we've slipped on this particular milestone date, but here's our, you know, here's our new date, here's our get well, and we just want to make sure that that revised date is, you know, it's during the school year and it's a good one, right? So that's my comment. And then just the question, if we could go back to goal one, is I'm wondering if we could get Dr. Pierce just to comment a little bit about some of the things that we're thinking about in terms of, you know, bringing up the ELA and mathematics scores, any types of activities or initiatives that we're thinking about at this point.

▶ [**Nicole Pierce-Davis**] I think bringing up those scars starts with high quality teaching. I think that's where we're putting a lot of our efforts right now is professional development, trying to get the staffing that we need. I know Dr. DeLeon talked about that at the last meeting. When we have substitutes and long-term subs, it does become more of a challenge. So the things that we're really focusing on is making sure that we do all of the other goals, but really focusing on professional development, noticing trends across sites. So we did our first learning walk. Some of the trends that we're noticing at each of the sites, those are only three sites. So as we continue to expand to the rest of our sites, we'll start to notice trends. One of the trends that we're picking up already is really a need to focus on our ELD students. When we see score report after score report after score report, we're noticing that that is a subgroup that requires a little bit more support. And so I know that the board goals here were really around early literacy, thinking about ELA and mathematics. I don't want to, you know, change your goals, but we also have a pretty huge STEAM initiative as well. And we also want to focus about raising those goals, but thinking through doing so with a lens on English language development. That was not set as a goal for this year, so it's something we're sort of thinking about pivoting to. And as you know, we recently lost our director of special projects, which really supported our ELD program. So I'm just trying to be honest with you since you're asking me on the spot here. A big part of that work now is going to fall on me and the Ed Services team. And so we're trying to figure out what does that look like to kind of spread that work out and make sure it doesn't get lost. I met with DLAC on Monday and we sort of had an open conversation about that. They're really committed to helping me think through this year about not letting some of those things drop. They were incredibly patient with me as I took over that transitional work that Abby's been doing. And so it's going to be a bit of a transition month, in all honesty, as we transition that work. Yeah, to be expected, but our focus this year is really on thinking through finishing out our last LCAP, developing our new LCAP, thinking through professional development, getting staffing in the room, and really thinking about your goals up here and what are the best ways that we can start to streamline our energy to get there, especially as we're going to reduce our staffing in the process. So it's going to be a challenge, but we're up for it.

▶ [**Penny DeLeon**] Could I add something really quickly to that, too? And so that's a really good point. And I appreciate Dr. Pierce bringing up the ELD, because we do have stretch goals for the subgroups. And that is one of the subgroups that comes up as a group where we struggle. And so having that priority focus is really good. And I appreciate all your hard work on that, Dr. Pierce. And then I would also like to say that I think it would be really great if perhaps at a future board meeting or maybe in a board update or somehow we have a report, an informational report on exactly what the instructional rounds, instructional learning walk model or process looks

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like. What is that? What do teachers get from it? How does it work? help improve instruction, et cetera. I think that'd be a great eye-opening report from the board.

- ▶ [**Nicole Pierce-Davis**] Yeah, that can definitely happen. And also keep in mind that each of our goals for each side is slightly different. For instance, we have our two SEAL schools, right? So they're really focused on that SEAL work, whereas you might see a slightly different focus at Lincoln with their sort of focusing on ELD through the STEM. And so we really are trying to go less from a top-down model where we're sort of directing district-wide and more from a teacher-student driven model where we're saying what are the needs at your particular site and how can we support you from a district office in realizing your own vision. So, you know, it's a transition. But I would be more than happy to talk about learning walks. I'd be more than happy to kind of go through each professional development that's happening at each of the sites because it is very unique. I'm taking over for Abby at Kennedy and BGI this Friday to keep their ELD series going. You're welcome to come see Draw and Label and some choral reading if you'd like to come join me.
- ▶ [**Nancy Thomas**] Yes. Member Nguyen.
- ▶ [**Phuong Nguyen**] I have a follow-up question, because I do have a concern. I know that we are with the teacher shortage and everything, and we've been pulling resources. And this actually will affect the achievement goals for us to be able to achieve, you know, when we pulled our SEAL teachers, TOSAs, to be able to, I mean, to be working in the classroom now as a sub, a long-term sub for one of the classrooms. And I do see that that's a kind of, I mean, it isn't kind of, it is a disservice to our English learners. And I do have a concern. I know that she's, the teachers, the TOSAs are placed there temporarily, but temporarily could mean, you know, the rest of the school year. So I think that's, we need to like really prioritize this so that we can achieve what we're trying to achieve here and especially in the student subgroups. So thank you. That's my comment.
- ▶ [**Nancy Thomas**] Thank you. So next we move on to the district recruitment plan. Superintendent, do you want to introduce it?
- ▶ [**Penny DeLeon**] So let's hope that this recruitment plan will bear fruit. that will help us with the seal to say issue because we do also care about that as well. Mr. Burrell if you would go ahead with your report. Thank you.
- ▶ [**Steve Burrell**] Sure. This was the plan that was shared at the board's I guess was a study session a couple of weekends ago. And it's a way to lay out a timeline as well as different strategies to recruit. So a little bit from And it is on the website for download for anybody that would like to see. So I won't belabor all of the points. But essentially in the introduction, recruiting and retaining talented teachers is a cornerstone to ensuring a high quality education for our students at Newark Unified School District. So our goal is to attract passionate educators who will inspire and empower our students. And with priorities around prioritizing the recruitment of educators, projecting our hiring needs, being able to do this early, building talent pipelines, and positioning our administrators to be the hiring people within the practice so we can do that. So the plan is really set up to address two main comprehensive guiding questions. And that would be, when and how does Newark prepare to find the best teacher applicants? and what are the most effective recruitment methods and activities to do so. So the plans laid out the first part with a timeline, and really the timeline is year round. I mean, we begin looking at things as we finish the fall in regards to, and I'm talking about if we were fully staffed right now. I mean, keep in mind that we're not fully staffed. Hiring is a continuous effort. throughout the entire year regardless of when we are in place. So whether it be teachers or classified employees as well. But on the teacher side of things, typically in the late fall, we're taking a look at teachers in regards to the number of positions or teachers that may or may not be making the cut in order for us to look at what are the openings that we're going to have for the following year? So by the time we hit January, February, we're in a real sense of what those positions are going to be and getting out and recruiting early. I think if we rely on the typical recruitment fairs that happen in our areas, those are happening in the late spring. And by that time, most of the best teachers are picked up by then. So really identifying what our needs are having the authority to move on those needs and do so in a way that's going to be strategic to get the best people over. So timeline-wise, again, it's a continuous effort, but the idea is

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for us to be able to identify early in the process and then begin to commit to that, which may, again, not being completely clear on the past practices when we hit into the spring, having the authority to move and hire teachers as needed. I mean, for example, knowing how difficult it is to hire our DOI teachers that we still are supporting right now, one with Atosa as well, we had a candidate and we were very optimistic. And then she said, oh, I thought this was a position for next school year. And so my mind is already like, hmm, we will probably have a position for you next year. Can we lock you in now? So that's the type of thing that we're talking about when we say making a commitment. Sometimes it's a little bit of leap of faith, but there are ways around to protect us on that end as well. The second part of the recruitment plan is centered around all the different types of efforts, whether it be marketing, branding, getting out on various social media but also expanding our scope on where we're recruiting from, potentially. I mean, the Bay Area has a lot of universities that are a good pipeline. I've noticed that we don't have a large number, if any, student teachers in Newark right now. So reaching out even for the second semester. So I have in my notes. reaching out to San Jose State, Santa Clara, and CSU East Bay. Because, again, once we get student teachers in, if they're good, they typically fall in love with the place where they've started. And it's a good opportunity to build within, even though they're with us there. Also, again, expanding upon where we go to recruit, looking at different avenues. In it, it also talks a little bit about some of the challenges faced within the Bay Area, cost of living, and various things like that. But also keeping in mind a focus, and this is something that I wanted to build in to one of the elements, and that is looking to build a staff that matches our diverse student population that we have as well. And that was a focus at my previous district, and I wanted to make sure that it was in this plan as well. So that when we're out, it's not just attracting, but it's actually targeting different universities, different areas, different recruitments that they have set up for us to help meet those needs as well. So the plan's fairly comprehensive. I look at it as a living document, always open to suggestion. I know that one of our NTA Representatives pulled me aside over at Coyote Hills last week, and we're going to be sharing some more ideas, too. So I will continue to give updates as the goals go on. So if the plan changes, I will keep you in mind there as well.

- ▶ [**Nancy Thomas**] Thank you. Thank you. Any questions or yes? Member Nguyen?
- ▶ [**Phuong Nguyen**] Sorry, I just wanted to go back to the district goals in terms when we were talking about the SEAL program. I'm really protective of our Title I schools in the district and the TOSAs that are being displaced right now or not, you know, I think that that is definitely a disservice to our Title I students in the district. And I just want to make sure that we understand that we need to prioritize and get back those resources for our Title I students. English learners who need those resources the most throughout the district. So that's just my last comment on it. Thank you.
- ▶ [**Steve Burrell**] Thank you.
- ▶ [**Nancy Thomas**] Thank you.
- ▶ [**Aiden Hill**] Member Hill. Thank you Mr. Burrell. So just one question and this came up during our our board off-site and and I also mentioned this to Dr. DeLeon as well but one of the issues I mean we in the process of filling, right, and to the degree that we can do that, ultimately that will hopefully address the TOSA situation. But then there were the short-term subs. And so one of the things that we talked about was getting community involvement in helping to really alleviate this situation.
- ▶ [**Steve Burrell**] The number of short-term subs or long-term subs? What's the situation that we're trying to alleviate?
- ▶ [**Aiden Hill**] So I think what we talked about was that because we have long-term vacancies, right, that that's now sucking in subs that would normally be like short-term subs. And so there's sort of a ripple effect. And then that then is causing a problem in the classroom where, because there aren't short-term subs available, that they're having to cover preps, and then that's creating about was identifying a number that we would that we

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could go out and start recruiting for in the community of like how many do we need so do we have a sense of like how many we need because I think that if we can put a number out there then we can start to go advertise to into the communities etc to say here's our bogey right we you know we need I don't know what it is 100 200 we have 20 in our pool, we need 80, and then let's start to track it. So do we have a sense of how many short-term subs we need?

- ▶ [**Steve Burrell**] Well, we have about 100 short-term subs in our pool. I'm not seeing the level of shortage as far as day-to-day. Well, it was big at the middle school where we had a vacancy. That was a true vacancy that we had to fill day-to-day. We now have that filled. through the next month and a half with two different teachers. But that's also the position that we're looking at the credentialing to hire. I'm not getting the feedback from the school sites that we're having, correct me if I'm wrong, but it's not nearly the issue that it was last year. And I think it's just that consistent as I've been sharing on the personnel report. Substitute hiring has been prioritized as one of our top priorities, along with our other positions, which that's the other position that's in the pipeline right now, too. So I can get you numbers in regards to how many subs we have,
- ▶ [**Aiden Hill**] Because my impression, right, when we had our off-site, we basically said in our off-site that our hair is on fire in basically the teacher recruitment. And that that's impacting all goals. And that there is, you know, essentially long-term positions that we need to fill, but then they're short-term as well. And we literally said that it is so important that we're now going to add this as a goal. Right? So we added this. And so my, but now I'm kind of hearing that, well, maybe it's not as big of an issue. So I'm a little bit confused. But what.
- ▶ [**Steve Burrell**] I guess I'm confusing short-term versus long-term. We still have a handful of long-term subs filling in for vacant positions. Even today, we met with the digital platform company looking at second semester at the high school to actually have credential certified teachers potentially taking on the three teachers of the high school that are vacant right now with those supports. I just don't wanna raise a level of anxiety that's not there. Yes, we have vacancies. Yes, it's a priority and we need to keep working on it. I have a number of HR friends in the Bay Area that I consult with. quite often and talk about things. And we talked about a recruitment plan, and I've asked to see other district's recruitment plans as well. And I think one of the things that keeps coming up is recruitment's nonstop. It's throughout the year, it's ongoing, we're in a shortage. And so by having a plan in place, it allows us to keep on track, again, mitigate as much as we can in that regard?
- ▶ [**Penny DeLeon**] I think I can answer it. So I can tell you all the way through September, every single site, and I'm talking about I'm somebody who's sitting down for two hours at a time talking to teachers and subs with a soup, and every single site, not just the middle school, every single site, the teachers were telling me I've been giving up my prep. I haven't been able to do this. I can't go to PD because we couldn't get a teacher. I couldn't go to year because we couldn't get a sub. So that feedback was what I was taking in at the sites. And I sat there and spent time listening over and over and over to that. So that's where that was coming from. When we were at the board workshop, I specifically said I had just come off of subs with a soup. I had just finished them. And that's what I heard over and over is that people were tired. People were already tired. And it wasn't just at the middle school. And maybe that's what it is now. But it was everywhere. People were talking about the shortage and not having subs, et cetera, et cetera, et cetera. I was going directly from the horse's mouth, talking directly to teachers who were telling me that this was a problem for them. I talked to the students at the high school. The students at the high school are like, we have dailies every day in these three classes, and we've had nothing but packets and dailies. So to me, I mean, we don't want to raise anxiety, but at the same time, And I think we have been hiring substitutes over the last few board meetings, and we're seeing that's getting better and better. But at September, when we, the end of September, when we had the board workshop, we were in a, not a great place at that point. And that's talking to teachers and students.
- ▶ [**Aiden Hill**] But so, but that's, that's kind of my point, right? Is that so, so we've, you know, we're, we're developing a dashboard, right? And a dashboard, you know, it originally comes from a car, right? So you have gauges on it. And so when you see, okay, here's my temperature gauge. And if it's at this point, it means that my engine is overheating. If it's over here, I'm fine, right? But so I think that what we really need is, I mean,

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anecdotally, we're hearing that the teachers are not being able to get subs to backfill. And so therefore, many teachers are getting pulled in. They're having to give up their preps. And then that's creating, you know, essentially burnout and then later on it's going to turn into a retention issue, right? And so what I'm saying is that can we get a gauge, can we get a measurement that says here's how many people we need to have in our sub pool so that we don't have an issue with teachers having to give up their preps and then we can have a target that we go after, and then we, the board, can literally go knock on doors at a variety of different areas or talk to people we know, anybody that has a degree, to say, okay, look, we need you to sign up. But I think we kind of need a number.

- ▶ [**Nicole Pierce-Davis**] So I just, I hope that my words are not responsible for us sort of taking this tangent. I do want to be clear, though, it's not just about having high quality subs, although that helps. It helps with retention. It helps teachers get their preps. It helps all of those things. But the reality is, having a substitute instead of a permanent teacher is just not, it's just not the same. So when we talk, like earlier when I said, what are we doing as an ed services team to move the needle on a student achievement, which is our goal number one? There are three things that when you do in conjunction are sort of found by research to be the most successful at moving students forward. It's high quality teaching, right, which is achieved through observation and feedback. professional development aligned to that feedback and data-driven instruction that is aligned to that professional development that is aligned to that observation and feedback. And when we have substitutes come in, they don't have that permanent observation feedback loops, those cycles of inquiry happening over and over and over again in the same way that we do even with long-term subs. And again, we love our long-term subs, so this is not Any sort of statement for them, we actually want to include them in our professional development so that we can sort of develop a pipeline from long-term subs to permanent teachers. But the reality is we need, and I think the teacher sort of... up here sort of know, and I think you know that too. But that's really what it comes down to. So yes, the staffing is important. Yes, getting subs is incredibly important because it helps with morale. But the reality is for us to really move the needle on instruction, those three things have to be done well, and they have to be done with teachers who stay in our district.
- ▶ [**Aiden Hill**] Yeah, I mean, I 100% agree, right? So we need full-time, certificated, qualified, certificated teachers in those positions. And when we had our offsite, so Mr. Burrell had actually presented a list that actually showed it was roughly about 20 positions that are being filled by long-term subs, right? So that was great. And so although we, and there were a couple that were still missing, and I think we've, for the most part, filled them now. But it's with long-term subs. It's not with permanent teachers. And so understand that. But we had a broader discussion there that basically said, that list is going to get even bigger, right? So that list of vacancies where we're putting long-term subs is going to get even bigger if we burn out our existing teacher pool. And the way that we burn them out is by not giving them their preps. And so if that's part of the problem, Right? If that's part of the problem, right, then this is a multidimensional problem, you know, issue that we need to have an initiative around getting short-term subs so that we can make sure that teachers have their prep so that we don't lose them. So just as we had a dashboard that said, okay, we got 20 positions right now that we're filling, it would be great to have a number that says just on average so that we don't get into this issue going forward, we need 150 in our pool. We need 200. And then, and maybe we're at 80, maybe we're at 100, whatever it is, but then we can go out and go recruit those people, and then we're not going to have an issue. But until we have a number, we can't go out and recruit.
- ▶ [**Joy Lee**] But I feel like we can, because we, I mean, yes, like, they can get a number, but like, like, we just need as much as possible, and, and like, do we really need to put, like, the extra burden on them to, like, go out and, like, grab a number?
- ▶ [**Aiden Hill**] No, we're talking about the board, right?
- ▶ [**Joy Lee**] About the board?

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- ▶ [**Aiden Hill**] So because the challenge is, right, is unless you can actually establish a goal, right, so a goal's an end point, then how do you know if you've ever met it? How do you know if you have enough, right?
- ▶ [**Joy Lee**] Who usually, like, would go and, like, recruit these people?
- ▶ [**Aiden Hill**] Well, so I can tell you because I was a sub in the district before I started becoming a teacher, and I can tell you that I would get feverish calls on a regular basis saying, can you please come in? Can you please come in? Because the sub pool was not big enough. And so until we actually can get our arms around this, we're going to continue to have this problem. I mean, and so again, I mean, and I don't, if we can establish a target, then we can hit it. If we don't have a target, how do we know we're going to hit it? Remember Jones?
- ▶ [**Steve Burrell**] We can never have enough substitutes. So if you have friends that are out there that are willing and community members who are listening, feel free to go to our website and join. Because again, subs come and go. And they kind of cycle through. So it's a continuous process. But I can work on some numbers in regard to seeing what the optimum amount is. So we could take a look at daily. the daily sub rates, the number of teachers that are out, kind of compare it to how many we need, how many we have, and come up with a better estimated target of what that could be. So I'll work with my team on that.
- ▶ [**Nancy Thomas**] So, Member Jones, and then I'd like to ask Member Plancarte, and then I have a question too.
- ▶ [**Kat Jones**] To me, I don't see putting a number on it. I don't think it needs to have, I mean, it's nice to have an idea, but we need to just keep getting subs. We need to keep on working towards the short-term subs, the long-term subs. And it's a process that just is pretty much never going to end. So, yes, we can say, okay, we need a minimum of 75, but I don't think we should wait until we get that number to continue to increase the number of subs that we get. So, I'm not the type of person who would say, Well, I'm going to just sit here and wait now until I'm given a number before I do anything about it, because I don't think that that's productive either. So I do think it's important that we just continue. We continue. It's a constant process. We're probably never going to have enough. That's just kind of the reality of the time. I don't think we need to, I don't think we should be waiting for that number that's not going to really fall out of the sky for us.
- ▶ [**Carina Plancarte**] Well, and then I'd also just like to say that, you know, something that came up, you know, one of our teachers emailed us and, you know, mentioned, you know, how are we, okay, so we have all of these subs and we've got long term and we've got short term subs, but are we also thinking through identifying, you know, which which one of these long-term subs are, you know, what are the barriers that some of these long-term subs have that are not, you know, that are basically keep holding them back from getting certificated and becoming an actual teacher for our district? And are we going to, you know, think through offering, you know, some tuition reimbursement to these teachers? I mean, is it part of them not being able to afford to go to school and to take some of these courses? Or is it just, you know, other barriers? And so do we have something already in place and in line so that we can start to identify which one of these long-term subs or even short-term subs. You know, I mean, sometimes some of these short-term subs sign up because they want to sort of get a feel for it and, you know, they end up really loving it. And I mean, so I say we shouldn't even limit it to just, you know, the long-term subs that we have on hand now, but also identifying, you know, measures from all subs. and seeing how can we recruit them, how can we retain them, how can we support them so that they stay here in our district and, you know, fill these positions that have gone unfilled for so long. And then, you know, this way, you know, what Member Fung was talking about, you know, the TOSAs and getting them back to overseeing the programs and all of that. And, you know, the programs that are impacting our schools where they're most needed.
- ▶ [**Nancy Thomas**] So thank you. My observation is, it gets back to what Dr. Pierce-Davis was saying, to implement and get improvement on our goal number one, it's not long-term subs we need, it's each certificated teachers in the classroom that are certificated in the subject that they're teaching. And so my concern is, as we go into the recruiting season, We gave 16% raise over two years to our teachers and we thought, okay, is that

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making us competitive? But is it really? And are we finding that we are being outbid by our sister districts, you know, Fremont and Union City and Hayward and some of the other districts? What is it that we're going to do to make sure that we are competitive when we go into recruiting so we don't lose teachers? And do we have any data from our recent past recruiting that indicates why we maybe have not captured the teachers that we have interviewed and who have gone elsewhere? So those are my questions. Member Fong?

- ▶ [**Phuong Nguyen**] Member Nguyen? Yeah. So I think I just want to touch on what Member Thomas has said about, you know, where can we look? And the first thing that comes to mind is us really for starting entry level teachers, maybe we need to, you know, bump up that or increase the amount that we're offering and and see if that is something that we can definitely do. And if other districts are not doing that, we should definitely think about that. And and that would definitely help, I believe, just because I know even in our district and the surrounding districts, a lot of the unions had negotiated away their health care. And so that is another thing that we can definitely look at. But again, those are, you know, not one-time costs. They are ongoing costs. And we do need to see if that is beneficial. But if those kinds of ideas, and we implement those types of ideas that probably could help some of the recruitment.
- ▶ [**Nancy Thomas**] And I just was approached by one of our teachers who is job sharing with a sub, a long-term sub. Well, that long-term sub isn't certificated, but I was listening to the superintendent of schools, state superintendent of schools, who were saying there are \$20,000 grants available for teachers that are pursuing their credential. And so can we look into that? And for example, for this teacher, I haven't been able to find out exactly how yet, or I haven't taken the time, how that money can be accessed. But this teacher that approached me said, yes, her long-term sub-job share teacher is interested in pursuing a credential. She lives in Newark. She's doing a great job with that teacher and that's the kind of thing, one teacher at a time.
- ▶ [**Nicole Pierce-Davis**] I do want to say that we did go, I'm speaking on behalf of Mr. Burrell only because he wasn't here last year. We did try to go after one grant last year. We realized halfway through sort of pulling together the data that the cost of implementation would have been more than the money they were giving us. So we decided not to go after that one. We do have a P3 network grant that we went in with Alameda County for early educators. So for TK teachers and TK aides, if they'd like to get their credentials, we have the funding to support those additional requirements. But I appreciate the sentiment because it's definitely something that we've been looking at.
- ▶ [**Nancy Thomas**] So those \$20,000 grants aren't something that has to go through the district?
- ▶ [**Penny DeLeon**] It's the new, I think it's, Tony Thurman's new state initiative for teacher recruitment. And I just happen to know the director of that, who is my former board president in Oxnard Union. She is the head of it. So I will check in and see. She's going to be traveling to districts to actually help recruit and sign teachers up for those scholarships. And so I'll see if I can get her to hopefully maybe come up and help us out.
- ▶ [**Nancy Thomas**] The teacher is Ms. Jorgens. And so maybe you can get back to Ms. Jorgens.
- ▶ [**Penny DeLeon**] Absolutely. I gave birth to one of the teachers who would maybe qualify to get some help with that.
- ▶ [**Nancy Thomas**] OK. I think we've gone. Thank you very much. But I think we've exhausted this one. And it's time to move back. Heather, I'm so sorry for having you stay so late. But you're on.
- ▶ [**Kat Jones**] Thank you for waiting.
- ▶ [**Heather Decker**] All right, let's all just take a deep breath for a second. That was a lot. And everything we talked about is super important. I have plenty of ideas on those pieces, too. If I'm going to talk about subs, let's talk about the counselor that's not currently at our school at Memorial. And they could really use some support,

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too. So if we're putting some stuff out there, just putting it out in the world. being a formal counselor myself. But really what I'm about to talk about tonight is really bringing back the conversation to our students. Our students, all the initiatives that we're doing tonight, all the things we talked about, all these ways are here to support our students and what they do the day after graduation. All of these things are to help the day after graduation. What do they do at that day? So what is Joy going to do this time two years from now.

▶ [**Joy Lee**] What am I going to do? I don't know.

▶ [**Heather Decker**] Fill out college applications. So my presentation tonight is all the things that will help students like Joy be able to be ready to make choices and have options for that day after graduation. So welcome. Heather Decker, I'm the coordinator of equity and access. So thank you all for staying up late or for those of you who are watching the next day. I don't blame you. It's OK. But let's get into it. So this is the second part. of my presentation series on the college and career readiness indicators. Part one was back in September, where we talked about A through G. We talked about AP. So tonight, I'm going to be covering the other topics. So this is part two. If you want to see the parts from part one, look at the board docs from September and find that one on there. But our agenda for this evening, we're going to do a quick recap, super quick recap. What are the readiness indicators? And then we're going to dive into smarter balance, college credits, state sealed by literacy, CTE, and talk about some next steps. Here we go. You all are very familiar with the district goals, because we just went over them a minute ago. But the focus that I am talking about is district goal 1B, which has to do with college and career preparedness. We want a 2% increase overall, or a stretch goal of 5% for all of our subgroups. And this is based on the California school dashboard data for the 23, 24 school years where we're pushing. Our indicators, we talked about this last time, so I'm not going to go into depth. But just overarching, there's eight ways that a student can be considered college or career prepared. First one is based on SBAC scores. The second is AP exams. Third is IB exams, which we do not offer at our school. We do not offer at International Baccalaureate. Fourth, college credit. Fifth, state seal of biliteracy. Sixth, leadership or military science, which is usually junior ROTC, which we also don't have in Newark Unified. Seventh is CTE pathways. And eighth is A through G course completion. When I go through some of the data, when we look at the next slide, it's going to be showing the dashboard data for 2019. As we said at the last meeting, that was the last time the dashboard was updated. So as you can see, same with Princeton. And last time, 35% of our students were considered, ooh, Jennifer's clicking. It's OK. We'll get back there. Spoiler alert. 35% of our students were considered college or career ready at 2019, which is the last time the dashboard was updated. So let's transition to diving in deeper into our data. Our first area that we're going to look at is the Smarter Balance Assessment, also referred to as SBAC or the CASP. First area within that is our ELA data. So when we're looking at college and career readiness indicators, we are only focusing on the 11th grade SBAC. 11th graders are the only ones this data is included for. It's the only one for this measure. So starting with English, you can see that the percentage of students that were meeting the English requirements stayed about the same between the two years that were reported and available. We had a slight increase in the number of students that got a one versus the other scores, which I think is where the change is. But overall, the fours and threes were pretty much the same. We also did see an increase in the number of students taking the exam, which is great, because we gather more data. More students have that for college initiatives. This is by subgroup data. We did block out any subgroup that had 10 or less students. So that is what's blocked out for their own privacy. We protected it that way. We noticed in here our greatest needs of support are our ELL students, which had a 0% passing rate for ELA section. and our students with IEPs. If we move forward to math, we can see consistency overall as far as the percentage of students that got a prepared score. Once again, there's a few more students that got a one versus the other ones. If we go by demographics again, still the areas of concern are our ELL students and our students with IEPs. One of the questions that got brought up last time by board member Hill was talking about how are students taking this exam? What are they thinking about as far as these exams? Are they taking it seriously? How does this compare with our grade data? So having conversations with our counselors on our October PD day, they decided at Memorial to do an initiative where they're going to do a presentation to all 9th through 11th graders about how important SBAC actually is for them as individuals so they take it seriously. Because Joy's going to be taking this exam this year, She's going to, and it's going to be great. So they're going

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to talk about why it is important for their personal future, like it can help you with your CSU course placements. So if Joy decided to go to, let's say, CSU Long Beach, she could go there, and that test would get her out of remedial math or English. AP exams probably would do it, but for example, that is a way to do it. It also could qualify them for the state seal of biliteracy, which is important. So there's a lot of reasons why this exam might be helpful for them. But if they don't know it, they, one, might not show up, or two, might not try. And if teachers don't know why this might be personally important to their students, they might not also be pushing that narrative as well. So the counselors are all like, we got this. So they're going to have a presentation in December for all grade levels, 9th through 11th, about why this is important, as well as all of these indicator pieces. So they're ready. They're pushing this right away. Next topic we're going to talk about is college credits. And I'm going into this letting you know in advance, this is our biggest area of growth. This is a big need for us, not because students aren't taking it, but it comes down to data. So this is really hard to read. I apologize. But on here, you can see our numbers from class of 2019 and 2020. I dug into the data that was available for our district. And what was being reported by the state over the last few years, I found the data being reported was not accurately reflecting what was actually happening in our district. So it was saying less students were getting credit than was actually happening. the class 2021 and 2022, it reported that 0% of students got that, which we know is absolutely inaccurate. So there is an error in our system in how we are reporting college credit. So I have already started to be working with our data teams, our counselors, our registrars, being like, what's the system now? How do we actually enter things in the system? Where's the error? And how do we fix it? I literally had a meeting with Gloria at Newark Memorial today. Like, show me the screens. Where's the click boxes? What box are we forgetting? What box are we not clicking? Because there was a lot of historical data that just didn't get passed or trained down when new people took in the positions that we're trying to make up for now. And our data is not showing what we're actually doing. And that's sad. Because our students, like Joy and many others, are getting a ton of college credit that isn't being shown up. And we want to celebrate them in the correct ways. I also am going to be working with the ROP administrators, so if anybody's connected to ROP, to make sure our students are actually, many of them get college credits for taking ROP classes. And we're not 100% sure if they're actually enrolling and doing the enrollment steps to get the college credit that they would already be getting for taking the class they're doing. So we want to make sure that they're doing the enrollment steps, know they know how to request their college transcript, so they can see the credits that they get, they can transfer the credits that they get. So we want to just make sure that system is really clean, so that the data going forward is accurate. Because it breaks my heart that the students aren't getting credit for what it is that we're doing, or we're not seeing the full picture of all the cool things that are happening with Ohlone College Connections, with our dual enrollment Chicano Studies classes, which are awesome, and are super full. our ROP classes, our early college classes, all of these ways that students are already enrolling in college credits, but isn't being reflected in our data. So we're doing the work. It's happening. I also reached out to Ohlone this month and asked them directly, can you guys just send us the student transcripts at the end of each quarter? Chabot used to do this with Hayward Unified. So I'm just saying, I know it can happen. And they're interested. They're trying to figure out with the data system if they can figure out a way to do that, to just directly send us an unofficial transcript of every student that takes an Ohlone class every semester so that we can add it to our transcripts. Should be a simple system. So if anybody speaks with anybody at Ohlone, put in a good word for that. Could happen. We might know some people in this room. Next section is date sealed by literacy. So our state seal of biliteracy, a student earns that if they do four years of a language other than English and earn a 3.0 average in those courses and pass the ELA section of the SBAC. So they have to do both parts. This might look like a student taking Spanish 1 through 4 with a 3.0 average or a student taking AP Spanish language, which is a level 4 class. Right? They take that, it assumes that they have to have known the other three years before that. So Newark Memorial offers AP Spanish language, AP Spanish literature, and AP French. So there's a lot of different options for students to be able to achieve this goal. And we are. But I do want to say that before 2021-2022, our district was not consistently submitting students for the SEAL. I think it was another one of those like person coming in, person leaving, it just not being handed off. It also could be due that SBAC wasn't offered that year, and that's one of the components for it. So there's a lot of reasons why that might not have been happening. But when I joined last year, I took over the evaluation process to check for the seniors who were eligible. I literally hand-checked every single transcript because I wanted to find every single student. And that year, we had an

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increase of students from five students to 13, which is a lot. I will take that. Yes, we have plenty of students out there. I also want to recognize that NUSD, along with the help of Abby, started promoting the Biliteracy Pathway Recognition Programs for grades K through 8, which recognizes participation, growth, and proficiency in both English and students' home languages. So we have students that are already being celebrated for biliteracy all the way down to kindergarten. We are hoping that these celebrations and these recognitions that are happening at our reclassification ceremony at the end of every year will encourage students to want to continue this pathway, want to continue to work towards the state seal of biliteracy. And I think all of these efforts will increase that number every year to come. So our school district is doing a lot of great work to celebrate how wonderful and important biliteracy is. And all of our seniors that achieved this last year got these really shiny medals. They got to wear at graduation. They got a recognition at our senior award ceremony. So we want to continue all of these efforts going forward because it is a really beautiful piece of what makes our community special. Can I interrupt with a quick question?

- ▶ [**Nancy Thomas**] Yeah. Because on our slide it shows four instead of five in 21-22, and it shows 14 instead of 13.
- ▶ [**Heather Decker**] I did a double check on my math today because Nicole's like, didn't we find an extra student last year? And so I did. So I'm sorry that I actually updated it and sent it to Jennifer, and that's being presented. Not a biggie, but I thought I did. This is more accurate. It's one on the, it's there.
- ▶ [**Penny DeLeon**] Also, Heather, I'd like to, us to consider for future, as we're looking at seal of biliteracy, that we look at this also culminating in more than the seal, but in an industry certification and interpretation, which gets kids money the moment they leave high school. And that's what's going to get kids into this program is when they know they leave with an industry cert. So we need to look into that one.
- ▶ [**Heather Decker**] Yeah, for sure. Our last section we're going to dive into is CTE. This one's going to be a little bit more hefty. So bear with me as we go through our career technical education pathways. So the goals for CTE is that students will be prepared for post-secondary education and that these career technical pathways will prepare them for high demand and high wage industries. That's the point, right? That's why we would want our students would take career technical education classes. Our classes should all meet the 11 elements of high quality CTE. And Dr. DeLeon is going to be working with ROP to ensure that all of our courses meet this. And I'll let her talk briefly about this piece.
- ▶ [**Penny DeLeon**] Yes. I don't need to read this to you in honor of the time. However, these are the link learning state adopted 11 elements of high quality CTE. This is what you should be working towards as a district. And many districts actually have independent CTE, I don't want to call them audits, but reviews from Link Learning California or other organizations who come down and meet with your teachers and really work with them on a rubric to determine where they are with each of these 11 and what we need to beef up and what we already do well. And there's even, if you do it through California Link Learning, they actually will gold label, silver label, platinum label your program so that whenever you're advertising, you can say we have X number of CTE pathways that are gold label pathways through the state of California, that kind of thing. So this is definitely, whenever you have a quality metric, you want to use it. And so we're going to begin looking at this. And I want to meet with Tom Hanson as well, because I'm assuming they do something similar to this. I just don't know what yet.
- ▶ [**Heather Decker**] So with that being said, let's clarify what a pathway completion requirements look like, because sometimes they can be very vague, and they've changed over the last few years. So we want to make sure that we're all on the same page. So according to the CALPADS data guide, a CTE completer has completed a minimum of 300 hours in a state approved CTE pathway sequence. So more and more classes in the same area, like culinary one and two, or construction one, or business development. And has successfully completed a capstone course with a C minus or higher. Those 300 hours do include that capstone course, OK? So going on to what does it look like in our district, if they take a class at MBROP, at the actual ROP center, a student can take a two-period ROP class. So let's say period one and period two. All of the ROP classes at the

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center are capstone classes. And all of them are over 300 hours. So they could take one two-period class at ROP for one year and complete a pathway. So for example, they could take the Construction Technology 1 course this year at ROP, get a C-minus or higher, and they've completed that pathway. If they want to take a class at Newark Memorial or at Bridgepoint, the student will need to take two years in that pathway because each class is only one period long, so it doesn't complete the 300 hours. So they've got to take two. So for example, Culinary 1 and Culinary 2 at Newark Memorial. So those are kind of the difference. MBROP, they can take one class and be done. If they take it at the campus, they have to take two years. So these lovely sheets here, which is hard to read on this, but they are linked in there. You can look at them. These two pages go over all of the 23 CTE pathways that our students can have access to at Newark Memorial High School. There's also a version for Bridgepoint as well. So just some highlights on these pieces. Noted on here, advanced photography came back this year. So we have some students taking advanced photography, which can complete the film and video pathway for our campus. We want to note that on this piece, our business and professional development course does not have a capstone option available. So students who take that class can't complete a pathway. But it is such a popular class and such a well-done class with some really strong skills. We're going to keep it anyway because students really enjoy it and are learning some really important stuff. So that is the one class out of all of our classes that does not complete a pathway. Our second page will show highlights on here. You can see we brought back culinary arts at Bridgepoint. So now Bridgepoint students do have access for a CTE class at their school. But it does not have a pathway completion at their school site. They don't have a culinary two. But if enrollment stays high, ROP is interested in seeing if we can bring culinary two back as well. But we have to keep enrollment high. So this year, hopefully they'll really enjoy that class and want to continue to bring that back. In addition, myself along with our K-12 pathways coordinators pushed MVROP to finally make our entrepreneurship and marketing classes into a pathway. Previously, they were just standalone classes like our business class. But this year, they recoded them, made that a pathway. And now that means over 100 more students will be able to complete a pathway because we had tons of enrollments in these courses that didn't lead anywhere. So this year is a big deal, a big deal that we now have a brand new pathway. And it was pretty simple, because we already had those courses. So now let's just make it a thing. So thank you to MBROP for doing that. Thank you for everybody working that. That's a big deal. Now that we know what CTE is, I'm going to quickly run through the data. So percentages of students that are enrolled in any CTE class over all grade levels. So I did the five-year comparison. You will see some dips in both Bridgepoint and Memorial. The biggest cause, one, was distance learning, but two, was that we lost some really great teachers, and so we lost some courses. And so that directly correlates to the decrease in enrollment on there. When we look at pathway enrollment, so when I talk about pathway enrollment, it means they're enrolled in Capstone. You can see it's been pretty consistent. But historically, it's been harder every year for our BridgePoint students to actually enroll in pathway completion courses because of their schedule. But I am trying to work with BridgePoint to look at how their master schedule is built next year to see if there's a way we can make the schedule fit so more students can take ROP classes. Because right now, it doesn't quite fit, but maybe we move all the electives to the end of the day, and that can be an elective they choose. So there's some options. There's some things that we can look at. Because there are plenty of students that are interested, but we're having a hard time fitting it in their schedule for our BridgePoint students. Also trying to talk about bringing that culinary too back. The next piece is really looking at the students who are enrolling capstone courses versus non-capstone courses, because they can't complete a pathway if they don't do an enrollment in a capstone course. So like I said, up until this year, we had three or four courses that didn't have a way to complete the pathway. We didn't have a capstone for. So now that we've fixed some of those pieces, we'll be able to see an increase in this. But like we said, the Bridgepoint students on their campus have no way to complete a pathway because their business class doesn't have a pathway completion and their culinary doesn't have a pathway completion. So we really want to push those pieces to see if there's ways to have more of those students have that eligibility. I also want to say that the students who are taking these pathway capstone courses to complete their pathway, between 80% and 90% of them are passing it. They're completing it. They're being successful, which is great. We definitely want to see success if they're enrolling these things. We want to see them passing these classes. As we move into the next set of data, I want to clarify that these are just Newark Memorial, and these are just seniors, because that is usually how we report CTE pathway completion. So this is seniors in Newark Memorial when we're looking at this

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data. So this screen here shows the percentage of each graduating class that completed a CTE pathway. So it's somewhere between 20% and 22% of each of our last three graduating class completed a CTE pathway. Once again, very tiny data, but it is there for you by ethnicity. I will say that there was an increase in completion from some of our subgroups, including our black and African-American students, our Asian students, Filipino students, Pacific Islander students, and students of two or more races. There was an increase from last year, or from two years ago to last year. But there was a decrease in some of our student ethnic populations. And there's a variety of reasons of why that could be. And speaking with our counselors, some of our students are just choosing AP classes, CP classes, or college classes instead of taking CTE, which isn't necessarily a bad thing. But that can kind of fluctuate those. As we offer more AP, CP, and college classes, we may see some fluctuation in these pieces. by significant completer groups, we want to celebrate the continual increase of our students with IEPs in completing the CTE pathways. That is huge. Those teams that work with our IEP students are really pushing these things. And the teachers that are teaching these classes are making them accessible for our students. And that's fantastic. I've already been talking with Olivia about potentially doing a presentation to the case managers and the staff that work with our students with IEPs just to talk to them about this so they can promote this with these students so that we can have another group that can continue to increase that area, as well as students who are in our low socioeconomic status or our ELL students. How are we making these classes accessible to them so that they can have access as well? CTE college credits, about 75% of our CTE courses allow students to earn college credits through their local community college. 75% of those classes can earn community college credits. MVOP sends us a list of students who complete CTE college credits every year, but there's no grades attached. So we're working on trying to ensure that they're enrolling and ensure they're getting their transcripts so we can know how many credits these students are actually completing and they can use them for their future programs. In addition to college credits, a ton of our students are getting CTE industry certifications. So we all know that these certifications can lead to higher paying jobs, increases in actually getting a job, internships, apprenticeships, and even for some students being able to help them increase their chances in applying for college. Since the return from distance learning, we've had a steady increase in the number of students earning certifications. So for example, in our auto tech classes, they can earn up to 14 certifications in a year. In our nursing, they can get nine certifications. In EMT, they can get five certifications. And in business, they can get four certifications. So all of these different pathways are allowing them to be that much more career ready or college ready or internship industry ready by taking these classes. So there's a lot of great things to celebrate and advertise to our students about why these options are things they might want to pursue. Thinking back to our college and career readiness indicators, it's important to think about why CTE might be important to our students. Some of our students might not be interested in pursuing higher education after high school. That's a totally valid choice for them to have. But they still should be career ready. We talk about the day after graduation. Are they ready to do whatever their next step choice is? So if they're not choosing to do higher education, they might not want to complete the A through G requirements. That might be a choice for them. So this chart shows the percentage of CTE completers that completed the A through G requirements. 45% of them did not complete the A through G requirements, but still might be college or career ready based on the college career readiness indicators because they did CTE. But following up on that, we want to know what percentage of our class completed both, completed the CTE and A through G requirements. And so last year, there was continuing to be a growth in the percentage of students that did both, allowing students to have both options after high school. We want them to have either choice to make. At our last presentation, board member Hill had asked for a comparison to nearby schools because he thinks that competitiveness is what's going to get students excited about these pieces. So I said, OK, let me go find it for you. So this time, I was able to pull CTE completion rates from the California dashboard for 2022 for Newark Unified and Fremont Unified. As you can see, Newark Unified had 6% more students completing the CTE pathways than Fremont Unified. In addition, we had about 2% more students completing both the CTE and A through G requirements. So yay to our students and our school. It will be higher next year. I'm not going to theorize why that is, but I'm glad that our students are completing it, are using that option, are taking advantage of it, and getting all the support for those pieces. So next steps, that's the biggest thing. What are we doing from here? My biggest areas of focus are improving data collection, because as you've heard tonight, we want our data to be accurate. We want everybody to know how wonderful our district actually is, and our data is the best way to do that. So creating really good systems for reporting

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college credits, state seal of biliteracy, just generally how CALPADS is reporting our college and career readiness indicators. So I'm working with our data teams, our counselors, our registrars to do all those pieces. We're also wanting to expand access and information. So our counselors are presenting to students about options. Like I said before, they're doing that presentation in December to stress the importance of the SBAC for college placement, state sealed by literacy, CTE pathway completion. They're also encouraging enrollment in courses and programs that support college and career readiness. So they're promoting programs like Puente, which has a huge college and career readiness piece. Ohlone College Connections, our MCA Academy, our STAR course sequence, AP, dual enrollment, early college, ROP, and our A through G courses, especially our high level language classes to get them ready for that state seal of biliteracy. In the district office, myself and our K-12 pathways coordinator are doing our second annual CTE info night for families to know more about those pieces, as well as our second annual college and career fair. So we're excited about this. Put the date on your calendar, March 21st, grades 6 through 12. Please come out for our presentation. We had 150 families attend this event last year. It was huge. We had 40 presenters from our community come out. Our counselors can't wait to host you again at Newark Memorial. If you're interested in presenting, we would love to have you, so feel free to reach out to me for that. Last thing I will say is that I'm always wanting to plug this NUSD pathways programs and recognition sites that our K-12 pathway coordinator and myself put together. It provides centralized location to find information about high school requirements, college options, CTE, ROP, recognitions, awards. all of the pieces that we talk about tonight, including our programs like MCA, Puente, and Ohlone College Connections. You can find it at [tinyurl.com slash NUSD programs](https://tinyurl.com/slash/NUSD/programs) or the QR code that's on your screen. It's also linked in the board docs presentation for tonight. That is everything. Thank you so much for listening. At this time, I'm more than happy to take questions from anyone here.

- ▶ [**Joy Lee**] I just want to start off with a thank you for everything you do, Ms. Decker. Just seeing the slideshow, we can see all the hard work that you've put in, going that extra mile. And really, it means so much to the students and to everybody who's just hearing whatever you're saying. You're so well-versed in everything.
- ▶ [**Heather Decker**] Well, thank you. I really appreciate it. I am just presenting the data of the work that everyone else is doing. Kicking, but our teachers are pushing students through that. And our students are the ones that are doing the work, right? You've got to take the classes. You have to do all those pieces. So I appreciate that. And I just want to shine the light right back to all the people who are doing the work in the schools. So I appreciate it. Thank you.
- ▶ [**Phuong Nguyen**] So before I make my comment, I think we need to extend the meeting tonight. I'm sorry.
- ▶ [**Nancy Thomas**] Oh, no. Can I just? I'm going to ask that we extend the meeting. Would someone make a motion to extend it to 10.30?
- ▶ [**Aiden Hill**] No, 10.30.
- ▶ [**Phuong Nguyen**] Okay, I move to extend the meeting to 11 with hopes that we get out of here earlier.
- ▶ [**Carina Plancarte**] I'll second that with the same hope.
- ▶ [**Nancy Thomas**] Okay, please vote. Member Lee. Yes.
- ▶ [**Phuong Nguyen**] Thank you, Ms. Decker, for all the hard work that you've been putting into this and, you know, gathering up all the data or tracking down every system and making sure that, you know, what truly represents the work that's being done here in the district. And it is unfortunate that we don't have a comprehensive system that's integrated with, you know, throughout the whole district at every site to be able to carry that information forward for all of our students. And then also an integrated system with the local school colleges, community colleges to be able to capture all of the classes that they have been taking and all the

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college credits that they have earned. So I really appreciate the hard work that you have been doing. And it has been a difference the short amount of time that you've been here with the district. And I'm just so appreciative for everything that you've been doing and the impact that you're making for students. And one last comment, I know that we probably need to at freshman orientation or even at the junior high, but make these conversations and have these assemblies as the norm. And so that, you know, it's instilled in our students that, hey, you guys can do this. You guys are doing this work. You guys can do this work. And there's opportunities outside of what you may think that are available. I really appreciate that. And if we can, that's my one ask is if we can definitely keep promoting it and make it a norm.

- ▶ [**Heather Decker**] Yeah, for sure. And it is happening at the middle school already. I didn't include it in here. That is a misstep on my part. They do absolutely come and promote all of these pieces when they do registration conversations in the spring when the students are picking their classes for eighth grade. and those counselors over there as well are thinking about how to have those conversations. It's happening in the Puente already. That happens all the time at the middle school, but those counselors over there, we are in talks as well. At our October 2nd PD, they had planning time that was all about the indicators and they have a set of initiatives that they want to do as well. So thank you for lifting that up because Honestly, I'm already having conversations with the elementary school principals of like, how do we have this conversation with your kindergartners? Like, how do we have this conversation with elementary school students? So it is in the works. So thank you for saying that. Since I didn't include it on my slides, I do want to lift up the efforts that everyone is making on those pieces. So thank you for saying that.
- ▶ [**Nancy Thomas**] Thank you. Member Hill? Oh, I'm sorry.
- ▶ [**Joy Lee**] I was just going to ask, but the conversation isn't happening at the high school yet. But it will happen in December.
- ▶ [**Heather Decker**] So the conversation in some ways has always been happening about CTE and ROP and all those pieces. But they're having a presentation in December. I don't remember the exact date. I think it's early December, with 9th through 11th, that's going to talk about all of these things and more in depth, but also really push the S back before they take the S back. So it's been happening in informal ways a lot, and in one-on-one conversations a lot, and in Puente programs a lot, or in these different programs. But we just want to sit everybody down in a room and be like, hey, here it is, so that we make sure that everybody's clear on that piece. So I don't want to say it hasn't been happening, but we want to just do a concerted effort to be like, everybody's getting the same information at the same time. This is why it's important. And our counselors are doing a great job kind of putting that together. And like Member Nguyen said, I also
- ▶ [**Joy Lee**] if we can make that a yearly thing, so that we're reminded again and again.
- ▶ [**Heather Decker**] Yeah, I do predict that is in the plans. The hope is that we make this presentation once, and then we know how to do it. And then we can do it only for the new students coming in, because everybody got it at least once, or at least with the 11th graders every year at the end of like, hey, SBAC's coming. This is why it's important, all those pieces. So yes. Thank you so much. Yeah, remember him?
- ▶ [**Aiden Hill**] Ms. Decker, thank you for the excellent presentation. So, you know, you started out looking at it from a strategic standpoint, but then you, like, drilled down into the different areas, and then you gave us very tactical actions that, you know, that you're taking that, quite frankly, I mean, just the SBAC thing, just having, sitting down and having a conversation with students and telling them it's important, that could have a material impact on our scores, right? And I think if you add in there, we're beating Fremont right now in CTE. Let's beat them in SBAC. I think that, you know, that would spur it even more because we need to have our student member be able to walk with her head held high saying that, yes, we're better than Fremont. Right, Ms. Lee?

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- ▶ [**SPEAKER_06**] Thank you for hanging in there till 10 o'clock.

- ▶ [**Heather Decker**] Thank you. Thank you for listening. One last thing I want to say. I'm sorry, I'll try to do it quickly. Last meeting you had talked about, I wish there was a system that students could track whether or not they did A through G completion. It does exist. We are working on it. It's called California Colleges is the site. It's a state initiative site. We've been working since October last year to try to get this up and running. Our data team is working very hard with Synergy. to get this happening. We're in the mix. It's going to take a little bit longer. I'm hoping it'll be ready for Joy when she's ready for her college applications. But it is happening. It does exist. So we don't have to create something. We just have to get our data to work with their system. So it is. TBD. Great. Thank you.

- ▶ [**Marie dela Cruz**] One last quick question.

- ▶ [**Joy Lee**] Just one last really quick question. My freshman year, I used to have like, the counselors would come in and they would come into our rooms and talk about colleges. That still happens, right? Absolutely still happens. Yeah.

- ▶ [**Heather Decker**] All right. Thank you. Thank you.

- ▶ [**Kat Jones**] Thank you. Thank you for waiting as well.

- ▶ [**Nancy Thomas**] Yes. Next, we move on to the Consent Agenda, Personnel Items. Does anyone want to pull an item? Ms. Nguyen?

- ▶ [**Phuong Nguyen**] I'd like to pull 12.2. 12.2? OK. So let's

- ▶ [**Nancy Thomas**] discuss it.

- ▶ [**Phuong Nguyen**] Thank you. I just have a quick comment. Oh, not maybe not quick, but there's two employees on the list that left our employment last week. And I just wanted to recognize them and appreciate them for all the hard work that they had done for the district. And that was our CBO Marie Dela Cruz and Miss Abbey Keirns, our special projects director. And then prior to that, I know that Ms. Kim Lola, she had left us, our finance director, and she retired. So I just want to congratulate Ms. Kim Lola for working tirelessly for the district. I think, I believe, more than 16 years, but she also volunteered as a parent here in the district for 20, so 20-something years. Dedication and hard work to the district. Thank you, Ms. Kim Lola, for everything that you've done and seen us through multiple cycles of ups and downs and financials. And we appreciate the hard work that you've done for us. And then our next one, I just wanted to recognize Ms. Dela Cruz and point it out that she's been with us for four years, but in that short four years, she's done a lot of work and she's helped resolve The work year calendar issue with NEWMA, classified management employees that have been looming over the district for over 20 years. Resolved the excess sick leave issue with NEWMA, which is going to save the district from paying retirement penalties in the future. Completed their remaining \$8 million in bond projects. Went from the four qualified budget certifications in a row to a positive budget certification throughout the four years. Resolved the inter-fund borrowing from Fund 17, eliminated the structural deficit through 22-23, increased reserves from minimum 3% to 22 in two years, provided 5.5% salary increases to all employees in 2019-20 school year to 21-22 school year, provided 16% salary increase to all employees in 22-23 and 23-24, completed the solar project at the high school and middle school, improved and repaired the concrete stairways at the middle school, improved parking lots, and pick up drop off areas at Newark Middle School and BGP, installed security gates and fencing at Coyote Hills, consolidated schools and converted the junior high to the middle school, successfully navigated through the COVID pandemic, including distance learning, and then back to in-person learning, started the security gate and fence project at Kennedy, which will be completed in the summer

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of 2024, started the track and field project at the high school. And this should be completed in the summer of 2024 as well. And also the water bottle refill station. So she did a lot in the last four years. And I just want to commend her and publicly acknowledge all of the work that she's done. I missed the last board meeting and was not able to do that. And then lastly, Ms. Abbey Keirns, for the last two years, she's made a tremendous impact in our community, especially expanding community engagement and local control and accountability plan, which is also known as the LCAP, which was increased. Her and her team increased engagement by 18% in the last two years. And prior to that, we had a lot of issues with LCAP. And then there was, she helped increase the number of students that received the California State Seal of Biliteracy and completed the EL Master Plan revision with our principals, teachers, specialists, and counselors that are all committed to that project and increased the reclassification rates in the district. And we are now on track to meet or exceed the pre-pandemic levels. So, and then she was a strong advocate for our dual language immersion program as well. And she is also highly involved in promoting and protecting the SEAL instructional model. for our English learners. So I just want to also commend Miss Abbey Keirns for all the hard work and impact that she's also made in the short two years here. So that's it. Thank you.

▶ [**Nancy Thomas**] With that, would you like to make a motion?

▶ [**Phuong Nguyen**] Yes. With that, I'd like to make a motion to approve the Powell report. I'll second.

▶ [**Nancy Thomas**] Maiden seconded. And the student member does not vote on this. So please vote. Five ayes. Thank you. Next, we move on to the consent agenda, non-personnel items. I assume, Member Hill, you have... Yes, thank you.

▶ [**Aiden Hill**] I'd like for us to pull agenda item 13.12, Board Bylaw 9124, Attorney, and agenda item 13.15, which is Board Bylaw 9270, Conflict of Interest.

▶ [**Nancy Thomas**] So I would with that recommend that someone make a motion for the remaining 13.2 through 13.11 and 13.13 and 13.15 and 13.16.

▶ [**Kat Jones**] I'll make a motion to approve 13.2 through 13.11, 13.13, 13.14, and 13.16. I second. OK. Member Lee? Yes. Please vote.

▶ [**Jennifer Sachs**] Six aye.

▶ [**Nancy Thomas**] Thank you. So member Hill, would you like to speak to member 1312?

▶ [**Aiden Hill**] Yeah. Thank you, President Thomas. And the comments apply to both 1312 and 1315. So these are areas that I feel are very important for a district. And personally, I don't feel that we've handled the best both in terms of how we've handled legal issues and legal representation and also how we've handled conflict of interest issues. And as I look at the language of those bylaws, I don't think it reflects some of the discussions that we've had in the past and some of the concerns. So I would like to request that we table these and we bring them back and we have separate study sessions for each one because I think they're super important and I want to make sure, I would like to make sure personally that we get them right. So that's my request.

▶ [**Nancy Thomas**] And does that also apply to 13-15?

▶ [**Aiden Hill**] Yes, same for 13-15.

▶ [**Nancy Thomas**] So board members, how do you feel about tabling those and requesting that staff, I assume that's your request, that staff hold a study session to more fully discuss them?

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- ▶ [**Penny DeLeon**] Usually the staff doesn't handle the board bylaws in terms of study sessions, but I'd be willing to work with you, member Thomas and members, members, Thomas and Hill to figure out exactly what it is you want because typically you guys really deal with your bylaws and so.
- ▶ [**Nancy Thomas**] Yeah, it would be a matter of scheduling. Yeah. Study session, maybe before the next meeting at 5 o'clock. Can you think we can handle this in one hour?
- ▶ [**Aiden Hill**] Well, I think we should have a study session for each, because I think they're meaty.
- ▶ [**Nancy Thomas**] OK, so which one would you like to do first?
- ▶ [**Aiden Hill**] We can do the attorney one first.
- ▶ [**Nancy Thomas**] Well, could I recommend the other one? Because it's a mandated update. The other one is a mandated update. The attorney is not mandated.
- ▶ [**Aiden Hill**] OK.
- ▶ [**Nancy Thomas**] So timing-wise. Sorry. Yeah, that's OK. I just thought of that. OK. OK, so I will work with the.
- ▶ [**Kat Jones**] Go ahead. Do you feel it's going to take an hour to do each one?
- ▶ [**Aiden Hill**] I think, given that we got five people and different opinions, I think that it probably needs an hour for each. That's my suspicion. It would be different if it were a simple issue, but I think these are a little bit more complex.
- ▶ [**Nancy Thomas**] And do we need a facilitator? No. Okay. So I will work with Superintendent DeLeon to have five o'clock study sessions before our next two meetings.
- ▶ [**Penny DeLeon**] And I'll try to find the doc. You'll remember that I sent several documents from CSBA and the Ed Code and whatnot regarding conflict of interest, so I'll forward those so that you can continue, like we can incorporate those into the study session if needed.
- ▶ [**Aiden Hill**] Sure. And one of the areas that I noticed was missing, and this is why I was calling it out, is I had a specific request around conflict of interest as it relates to procurement. And I even brought in a proposed language. And I think that we ought to incorporate that into, or at least discuss incorporating that into a bylaw.
- ▶ [**Nancy Thomas**] I'd like to also say that there's a code that goes along with the conflict of interest that not only impacts board members, but it impacts executive staff and other staff members in terms of your requirements to fill out a form 700. There's an exhibit that is the resolution that should be passed to establish that code. And I've been on the board since 2003 on and off. And we've never, to my knowledge, have passed a resolution regarding the code.
- ▶ [**Aiden Hill**] And to build on that, President Thomas, that was sort of the other concern that I had around the conflict of interest bylaw as it's written, is it's very board directed. And it's assuming that we're the only ones that have conflicts of interest. And I think it extends to the entire district.
- ▶ [**Penny DeLeon**] I thought that we updated our board policy, which is different than the bylaw.
- ▶ [**Nancy Thomas**] Is there a board policy on this?

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- ▶ [**Penny DeLeon**] Well, I sent to the board all of the sample CSBA, the gamut, the everything on it, and I so that it could be brought and so that it would be discussed when you are discussing updating the board policies. I don't remember if we can look up and see if we ever brought it formally or if it was sent back. It's been so long now. It was like at the very beginning. Of my tenure here, but so maybe we can just do some research, and yeah well I'll research it and see because I remember collecting all of the doc like the many documents and codes and sample resolutions and all of that kind of stuff so the Specifically the board shall adopt for the district a conflict of interest code that incorporates the provisions of 2 CC of
- ▶ [**Nancy Thomas**] R18730 is part of this. So that, if you could research that. Okay. So since those two items are tabled, they will come back for a second reading after we have our workshop regarding them. So thank you. So we get to proceed to Board of Education Committee Reports, Announcements, Requests, Debrief, and Discussion. Ms. Lee?
- ▶ [**Joy Lee**] I have a quick question about the dress code, because we still haven't approved it, I think.
- ▶ [**Penny DeLeon**] Willa? Yeah. There's more work to be done, because I do know that Sampled dress codes were pulled from other districts. And honestly, my recommendation would be that, and I talked a little bit with Member Jones about this, is that it's completely tabled until we redo the handbook and it goes out with the usual manner with the student handbook. And we can review it with parents and we can call parents together and have forums and student forums. The dress code is touchy. It's a very touchy thing and it's honestly, it's a hard thing to do. If you're going to do it right and you really want to change it, it really should go through a process. And my thought was, it's already too late for our handbook this year. So the kids didn't start with those rules. And so it would be great to be included. and part of the handbook if we're going to change it so that we're training them on it. But that would just be my recommendation because I think it's gotten a little bit more intensive than I think it had started out. So I think maybe, yeah, so that would be my recommendation.
- ▶ [**Kat Jones**] And I'll just add, in the further research that we kind of did after I got in touch with you and we kind of talked about the one issue that you had brought forward, the next piece that I got actually went back much closer to the original CSBA, which was definitely not in the favor of what the students were kind of talking about in terms of what they wanted. So if we had opted for that, we would have been kind of going backwards in the student's eyes. Because it would have been no midriff, it was very much back to the no tube tops, no midriff type stuff. So this works in your favor, trust me. OK, that's great.
- ▶ [**Joy Lee**] Thank you. I think it is good if we push it back and then we'll like think about it more talk about it more and then we'll when we get it approved.
- ▶ [**Kat Jones**] It just needs to go into the handbook so that that's how the students start the year and it may not honestly it may not have everything that the students want if you know it may be less inclusive than what what the students want but at least it will be be moved forward at the beginning of the school year so that you know this is what you know. And we do hope our intention in the conversation with Dr. DeLeon was that we would have it settled in the spring so that you know what will be in the handbook so that any shopping that's done over the summer and all that kind of stuff you know the excitement of getting ready for school and doing that school shopping according to you'll know what what the the guidelines are.
- ▶ [**Joy Lee**] It would be great if I could also be included. Like what you were talking about in the emails, because you were talking about what you said about the bylaws. I never got that email, I believe.
- ▶ [**Penny DeLeon**] Oh, that was from last year.
- ▶ [**Nicole Pierce-Davis**] Yeah.

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- ▶ [**Joy Lee**] It was from last spring when you weren't a student board member yet.

- ▶ [**Phuong Nguyen**] OK.

- ▶ [**Penny DeLeon**] Sorry. Thank you. I think it might have been one of my first couple meetings. That's why I'm forgetting what actually happened with it.

- ▶ [**Nancy Thomas**] Yeah, you can remind me too. Yeah, we can go through it again. Okay. Member Nguyen.

- ▶ [**Phuong Nguyen**] Thank you, Member Thomas. We did have a City of Newark and NUSD liaison committee meeting on October 6th, last night. I know, I'm already tired. And that was a great meeting, first meeting for Superintendent DeLeon with the Liaison Committee, and the agenda items were, there was talk about our SRO, and right now, they're having staffing issues at the city, so that position has been temporarily suspended. They will be looking at budgets, and if there's a hiring, if they're able to hire for the position, then they will bring that back. eventually, hopefully. And then I just wanted to thank in partnership with the city for their participation in the walk, bike and roll. And I missed out on it this year, but next year I'm going to be there because it's always fun to see families there and participate. But I just really wanted to congratulate Stephanie Schubert again for our Teacher of the Year. I was able to attend the ACOE Teacher of the Year, and it was really inspirational. That was my first time attending the ceremony, and I was really inspired by everyone's hard work, dedication throughout the county, and especially our teacher in particular, Ms. Schubert, but I also wanted to thank Mayor Hannon and Council Member Jorgens for their attendance as well and supporting Ms. Schubert. And Superintendent DeLeon was also in attendance, so thank you. And then lastly, along with the trunk or treat prior to the trunk or treat, the junior high is in partnership with Alameda County Fire to do a Halloween pancake breakfast fundraiser for the middle school, but because it's definitely Halloween and they wanted to have a community event, so normally we would have the pancake breakfast at the middle school, but in collaboration with leadership and Trunk or Treat, the middle school and the high school are collaborating together. So the pancake breakfast is running from 9 to 11 on Saturday the 28th, and then Trunk or Treat is right after that from 11 to 2, right? Are those at Newark Memorial? It's at Newark Memorial. And lastly, I just wanted to thank President Thomas. I know I put her on the spot earlier, and she matched the donation for the Rocketry Club. So I really appreciate that. So thank you so much for your generosity.

- ▶ [**Nancy Thomas**] Oh, you're welcome. And I think that was a repeat from last year, right? Yes.

- ▶ [**Phuong Nguyen**] Then we will really be broke. Who's going to be broke first?

- ▶ [**Nancy Thomas**] Thank you.

- ▶ [**Carina Plancarte**] Ms. Bancardi. I don't have any board committee updates, but I just wanted to, tonight's board meeting was just awesome. There were the presenters, you know, the Ballet Folklorico kids, and then, of course, our Rocketry Club. And then that great presentation from Ms. Decker and obviously having, you know, our teachers recognized here as well too. And I just want to say that it truly, I feel tonight is such a testament to all of the great things that Newark has to offer and how I think we just have to really focus in on these things and really toot our own horns and really look at the data and compare it, you know, continue to do that. We're doing such a good job of showcasing that and how we really measure up to other districts as well. And truly, you know, Newark is an amazing district and parents, families, enroll your children. here, bring them on over. We've got a lot of cool things happening and we've got some great staff who's on board making these things happen as well. And then I also, you know, thought through with Ms. Park's request as well, and I would like to actually make a request for, you know, at least looking into the marquee at Lincoln because It truly is a tool and I think in a time where we're all so busy, more than ever, any place that we can utilize to advertise things such as the attendance, such as the need for a teacher shortage, even celebrations at the schools. I mean, I can't even

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begin to tell you guys how many times I've gone to drop off or pick up my kids and then I'm reminded that there's a barbecue coming up or whatnot. And then just seeing the birthday celebrations for the kiddos and stuff. I would like to put in a board request to see if we could at least look into it and and just figure out the costs and if my fellow board members support me that would be great.

- ▶ [**Kat Jones**] It's getting late. Tonight was really fun. There were a lot of really great celebrations of kids, teachers and the work that's being done in the district. So it was a very rewarding meeting, a little long, but very, very rewarding, which outweighed the length of it for sure.
- ▶ [**Aiden Hill**] Thank you. Committee update, we're getting close to finishing our, for the audit committee, our RFP process for audit services and we had a good session last week where we started to clarify and kind of narrow down the options we're considering and we're going to be meeting again this Tuesday to make a final, do a final evaluation. We're having the finalists come in to present over Zoom, and then we're going to go through a process to rank them and ultimately select them. And the goal is to present a selection recommendation to the board in the November meeting that we have. So that's all good. It's all on track. And Member Jones is becoming an expert in audit services. So she knows more detail than I think any of us do at this point. So all's good there. And then I just want to wish Newark Memorial a great homecoming week. It's an exciting time. And it sounds like you've got a lot of cool stuff going on. And so yeah, have fun. And wishing everybody good luck for it's Friday. It's Friday night, right? Yeah, Friday night.
- ▶ [**Phuong Nguyen**] All right. You've got to announce your spirits. It's at 1250 to 145.
- ▶ [**Joy Lee**] The freshmen are going to be Toy Story. The sophomores, I actually don't know what the sophomores are doing. The juniors are going to be Nemo, Finding Nemo theme. And then the seniors are going to have Toy Story theme, which is kind of like the one back, we did it before. And so it's exciting. Let me actually find what the, at our auditorium.
- ▶ [**Kat Jones**] It's a lot of fun if you've never been
- ▶ [**Joy Lee**] It's a lot of fun. It's a great way to meet all the students and also just have fun. The assemblies are fun. The assemblies are always fun. OK.
- ▶ [**Nancy Thomas**] Well, I attended an ROP meeting. I'm really impressed with the ROP's focus on getting CTE funds from the state. They've been very successful. They're working very hard. So every dollar they get takes a burden off of the districts, the three districts in supporting them. So that was good news. Also, I attended and participated in interviewing our legal firms. That went very well. And thank you for pulling that together. Then I have a few requests. I want to echo everyone's request for the election electronic marquee at Lincoln. I suggest we pay for that out of Fund 40, because their Fund 40 funds were used for fencing, which they shouldn't have had to pay. And also, many of the other districts got electronic marquees without having to spend any of their Fund 40 funds. So I would put a big plug in for that. There are several things that we're working on a board calendar, I understand. And so just so it can be captured in the minutes, I'm hoping that we either have a staff report on some of these subjects, either a staff report or some kind of a report captured in our board calendar. Summer school, yes, is one of them. Maybe an update on the HVAC phase two and the IT the high school and how that's working with student access and having download speeds improved. Facilitron, what's going on with our leasing arrangement with Facilitron and how much are we getting in income from that? The athletic department, it used to be that just about every year the athletic department would give a presentation. And it hasn't happened for a couple of years, so I think that would be good. Also, since we've had the experience with one year of our solar, it would be good to have an update on our solar and whether or how much we are saving, given that we have those two solar farms at the high school and junior high school. So those would be my hopes. That's all. Well, well, well, no, maybe we could add a seal update.

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- ▶ [**Penny DeLeon**] OK, good night.

- ▶ [**Nancy Thomas**] These are all things that between now and the end of the year. Oh, yeah, the summer school is like a report in the fall on last summer school and a report in the spring on the summer school plan.

- ▶ [**Aiden Hill**] So could we ask the superintendent maybe to come back with a calendar so that these get spread out so that it's manageable?

- ▶ [**Penny DeLeon**] Actually we do have a governance calendar that we've been adding reports to and adding and adding. I will send that out with these added and see how far that takes us through the year. I thought they were going to be all the way to me.

- ▶ [**Nancy Thomas**] No, we had three items in the staff reports tonight that were very informative. And so you did three and one, and I only gave you six.

- ▶ [**Penny DeLeon**] Don't forget that we have all of our reports that are accountability reports that align to the goals.

- ▶ [**Kat Jones**] Yeah, I know. I only did two tonight, because one got pulled.

- ▶ [**Joy Lee**] Oh, and I wanted to add. But the sophomores are doing the Incredibles.

- ▶ [**Nancy Thomas**] OK. Well, superintendent.

- ▶ [**Penny DeLeon**] Thank you to everyone, and good night.

- ▶ [**Nancy Thomas**] That's your debrief? That was my debrief. OK. I would entertain a motion for adjournment at 12 31. 10 31. I mean 10 31.

- ▶ [**Kat Jones**] I'll make a motion to adjourn the meeting at 1031.

- ▶ [**Jennifer Sachs**] I'll second.

- ▶ [**Nancy Thomas**] OK. Motion's been made and seconded. Please vote.

- ▶ [**Kat Jones**] Oh, that was the fastest one you've had up here.

- ▶ [**Nancy Thomas**] Yes. OK. Thanks for hanging in with us, everyone.